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ABSTRACT

This final report describes activities and accomplishments of a three-year project at the University of Oregon to utilize Americans returning from study abroad and international students as educational resources in global education to campus, K-12 schools, and the community. Courses were initiated on overseas study predeparture, overseas study re-entry, cross-cultural issues, and global education for teachers. The project involved 93 students returning from study abroad who made 218 visits to K-12 schools and participated in a variety of related campus and community activities. International students made presentations and spoke to language classes. Two courses for teachers were designed and three one-credit courses for students preparing or returning from study abroad and international students were implemented. The study was evaluated positively by participants and those receiving their services and major project goals were met. Individual sections of the report describe the project's purpose, background and origins, goals and associated accomplishments, evaluation, dissemination, and continuation plans. Thirteen appendices provide data on participants, course syllabi, participant questionnaire results, the external program evaluation report, and the program brochure. (DB)

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ED 416 807

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION FINAL REPORT

EDUCATIONAL USE OF FOREIGN STUDENTS AND AMERICANS RETURNED FROM STUDY ABROAD: A PROJECT TO IMPROVE GLOBAL EDUCATION

UNIVERSITY OF OREGON

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FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

FINAL REPORT

Grantee Organization:

Office of International Education and Exchange
(formerly Office of International Services)
5209 University of Oregon
Eugene, OR 97403-5209

Grant Number:

P116B11073-91A

Project Dates:

Starting date: September 1, 1991
Ending Date: August 31, 1994
Number of Months: 36

Project Co-Directors:

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FIPSE Program Officer:

Eulalia Cobb

Grant Award:

Year 1:	$ 98, 261
	$ 2, 985 supplemental award
Year 2:	$ 97, 906
Year 3:	$ 98, 330
TOTAL	$ 297,482

PROJECT SUMMARY

The Office of International Education and Exchange at the University of Oregon undertook a project to improve global education by making better use of Americans returned from study abroad and international students as educational resources. We expanded on the existing International Cultural Service Program to provide a structure for these students to provide service to campus, K-12 schools, and the community. Courses were initiated on overseas study predeparture, overseas study re-entry, cross-cultural issues, and global education for teachers. Training was provided for students, staff, and faculty involved in international programs. The project was evaluated positively by participants and those who received the service.

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EXECUTIVE SUMMARY

Project title: **Educational Use of Foreign Students and Americans Returned from Study Abroad: A Project to Improve Global Education**

Grantee:
Office of International Education and Exchange
5209 University of Oregon
Eugene, Oregon 97403-5209
Project Co-Directors:
Dr. Thomas J. Mills, (503) 346-1208
Dr. Jean B. Campbell, (503) 346-1334

PROJECT OVERVIEW

The Global Education Project (GEP) in the Office of International Education and Exchange (OIEE), University of Oregon (UO), was supported by the Fund for the Improvement of Postsecondary Education from 1991-1994. GEP goals were: (1) to initiate a program to make use of Americans who had returned from study abroad as an educational resource; (2) to initiate the systematic use of foreign students and American returnees as an educational resource in UO academic programs; and (3) to develop new courses and training to increase the benefits of overseas study for the participants and improve their effectiveness as educational resources. Drawing on an existing UO program for international students, we created a structure through which American study abroad returnees provided service to schools, campus, and the community. Service to academic departments was viewed positively but was limited. Goal two was revised to emphasize including participating students in on-campus, *co-curricular* international events. New courses were developed and were evaluated positively as were training opportunities for faculty and staff. Statewide budget cuts negatively affected enrollment in our courses for teachers. Those who benefited most from GEP were the overseas study returnees. GEP helped them to integrate their overseas experience with academic programs, to develop new skills, and to be more aware of international career opportunities. Results included: increased contact between returnees and international students; identification of on and off-campus settings for participants to share their overseas experience with others; and development of successful predeparture, re-entry, and other project courses.

PURPOSE

The problems identified were the nationwide need for global awareness and the presence of underutilized students on college campuses who could address this need. Because OIEE administers both international student and overseas study programs, we developed a model to increase interaction of these two groups and types of international activity. We expected that re-entry would be improved for overseas study returnees and that international students would have more contact with Americans. Those wanting to replicate this project should be aware of these points: more time than we expected was required to supervise the activities of the re-entering students; because OIEE is not an academic department, we worked closely with the departments that authorized our courses and internships; basing a project on an existing program created resistance to changing something that was functioning well. "Buy-in" was needed from those most involved with the existing program; finally, fewer goals would have allowed more focus in our efforts and resources.

BACKGROUND AND ORIGINS

GEP drew upon the UO's successful International Cultural Service Program (ICSP) which awards scholarships to international students who serve as resources to schools and the community. We increased staff time to reflect the demands of working with additional students, however, budget cuts forced a reduction in the ICSP position; this resulted in limited time to work on placements of the Americans. There were perceived differences in the motivation of international students who received a scholarship and some American participants. This affected our efforts to integrate American participants fully into ICSP and on continuation beyond FIPSE funding. GEP was housed in a building separate from OIEE which had both positive and negative effects. We created a student-centered environment that facilitated interaction among the participants but the separation also resulted in a longer time frame for OIEE staff to understand project goals and, in some cases, to participate. Staff changes during the grant required that we reconfigure some GEP responsibilities. UO administrators were supportive yet not able to assist in a major budgetary way

to ensure continuation of the project beyond our grant. Through the Vice-Provost for International Affairs, funding was secured for continuation of the most successful project components.

PROJECT DESCRIPTION

Goal One: To initiate a program to make use of Americans who had returned from study abroad as an educational resource. We exceeded our goals in involving students returning from study abroad in GEP with 93 participants over three years, representing study in 20 countries (see Appendix A for participant data). As interns receiving academic credit, work-study program employees, or volunteers, they provided service to schools, to campus, and to the community. Through GEP, 218 visits were made to schools by American participants; some went to schools on a regular schedule, providing ESL and foreign language tutoring. On campus, returnees helped staff promote and evaluate overseas programs and planned activities for international students. Participants also assisted the UO Career Center, Yamada Language Center, American English Institute, and Museum of Natural History. In the community, they worked as ESL tutors and made presentations to cultural organizations, retirement homes, and churches.

Goal Two: To initiate the systematic use of American and international students as resources in UO academic departments and courses for teachers. We promoted international students and American returnees as speakers to faculty but the response was limited. We were most successful in involving students in co-curricular events that complemented academic courses. Departments with an international component were identified as GEP focus areas: foreign language, social science, Business, and Journalism departments, courses that meet the UO's "Race, Gender, Non-European" graduation requirement, and courses for teachers. For example, returnees and international students spoke in Swedish, Spanish, and Chinese language classes and organized conversation groups; a returnee worked with a Geography professor on a faculty/student seminar on German-French relations. We were not successful in arranging presentations or international events in the business area although international students spoke on doing business in their home countries to a student group. Two classes were designed for teachers, International Issues and Events and Global Education, but were not offered in years two and three due to closure of the UO's Teacher Education Program and major cutbacks in funds for in-service training.

Goal Three: To develop new courses and training to increase the benefits of overseas study for the student participants and improve their effectiveness in their roles as educational resources. We offered three one-credit courses: Overseas Study Re-entry which focused on re-entry adjustment and careers with an international component ; Cross-Cultural Issues which combined international and American students; and Overseas Study Predeparture which addressed cultural adjustment in the countries to which students would travel (see course syllabi, Appendix F). We offered training for students to prepare them as educational resources and facilitated cross-cultural simulations. We also provided staff and faculty training on cross-cultural communication, team-building, integration of overseas study programs and academic departments, connections between international and multicultural education, and issues related to the UO's International College. Evaluation of all these sessions was very positive. GEP also supported individual training for six staff who attended sessions at the Intercultural Communication Institute. A resource library with information on specific countries and international topics was created for use by participants and staff.

EVALUATION/PROJECT RESULTS

Internal and external evaluators used quantitative and qualitative measures to assess: (1) the extent to which we had a functioning program that utilized American returnees and foreign students as an educational resource and (2) the educational benefit for participating students and the recipients of their service. American participants were interviewed and completed a questionnaire rating their satisfaction with GEP. Results indicated that they learned about other countries and cultures, benefited from interaction with other participants, and developed new skills, such as public speaking. They reported more frequent interaction with international students and the occasions when they shared their overseas experience publicly. Teachers who invited speakers to their schools listed successful aspects of the visit and suggestions for improvement. All teachers returning the evaluation forms were highly positive about the presentations as were UO faculty who invited international students to speak in their classes. All courses were evaluated positively by students.

In the re-entry class, students indicated that the most beneficial aspect was the class discussions. Cross-Cultural Issues students enjoyed the combination of American and international perspectives in relating theories to "real life" situations. After the predeparture course, students felt more confident and prepared for their upcoming sojourn. Staff/faculty seminars all were rated highly with participants listing many benefits, e.g., increased awareness of stages of intercultural adjustment that are experienced by international students here and by Americans on overseas study.

For overall program evaluation, faculty and staff associated with GEP completed a questionnaire suggesting highest areas of priority for project continuation with these results: Predeparture for Overseas Study course, Re-entry from Overseas Study course, returnees' assistance with overseas study promotion, Cross-Cultural Issues course, and returnees' service to schools. An outside evaluation specialist conducted interviews with staff who had been most involved with GEP. Her analysis articulated various perspectives on success in reaching project goals and lessons learned through the grant (see full report, Appendix K). She found that the parts of the project considered most useful by those interviewed were the individual opportunities for students to relate their overseas experiences to overall life and the predeparture and re-entry courses. All agreed that integrating Americans returning from overseas study into ICSP was not fully accomplished but had differing perspectives on the reasons. She summarized, "As an outside observer, I am left...with a sense that GEP has been a highly successful project. It has developed courses and products, provided training to staff and students, and had a positive impact on a number of individuals on campus and in the community."

DISSEMINATION AND CONTINUATION

Project co-directors and staff disseminated this model throughout the grant, responding to inquiries about GEP from campuses throughout the U.S. Presentations were made on campus, at other universities, and at regional, national, and international conferences. Project components that generated the most interest were the predeparture and re-entry courses and materials created by the returnees. We used the results of the questionnaire distributed to staff, faculty, and administrators involved with GEP to focus our continuation efforts. The co-directors met with UO administrators to explore options for institutionalization of GEP. Financial constraints of the UO and Oregon State System of Higher Education made it difficult for administrators to commit to expanding their ongoing activities. Some funds were provided to OIEE by the Office of International Affairs to help to continue GEP. OIEE was awarded a small grant for a project on international careers and internships that expanded project activities. OIEE made a significant contribution to the continuation of GEP by hiring co-director Campbell on a part-time basis, when FIPSE funding ended. Several OIEE staff members also have incorporated GEP activities into their job responsibilities.

SUMMARY AND CONCLUSIONS

Major goals of GEP were met, and in some cases exceeded, as verified by internal and external evaluations. We developed a structure to use the experiences of Americans who have returned from study abroad as educational resources on campus and in the community. Participants reported that the project eased their re-entry experience and helped them develop career-related skills. Teachers, campus departments, and community groups were appreciative of the international perspectives and service they received from both the American and international student participants. The training provided to OIEE staff, faculty, and students should benefit our international education endeavors at the UO for many years to come. We can also learn from the challenges we experienced. It was more difficult than we expected to integrate the study abroad returnees into existing ICSP procedures. UO professors were reluctant to use returnees and international students as speakers in their classes. Because of statewide budget cuts to education, we were not able to reach as many teachers as planned. Finally, we learned the importance of including those affected most by a new activity in proposal development, early project evaluation, and decision-making. Continuation of the most successful GEP activities is assured through the hiring of co-director Campbell by OIEE and incorporation of a number of project goals into the responsibilities of other staff. We are grateful to faculty, administrators, and staff who share our goal of enhancing international education at the UO and would not have been able to implement the project nor solve problems without their assistance. Finally, we have found the Fund for the Improvement of Postsecondary Education to be a highly professional, helpful, and supportive agency. We have appreciated its emphasis upon the educational importance of FIPSE projects--to those who have the opportunity to innovate, to higher education, and to students.

FULL REPORT

PROJECT OVERVIEW

The Global Education Project in the Office of International Education and Exchange (OIEE), University of Oregon (UO), was supported by the Fund for the Improvement of Post-secondary Education from 1991-1994. Project goals were: (1) to initiate a program to make use of Americans who had returned from study abroad as an educational resource; (2) to initiate the systematic use of foreign students and American returnees as an educational resource in UO academic programs; and (3) to develop new courses and training to increase the benefits of overseas study for the student participants and improve their effectiveness in their roles as educational resources. We were successful in meeting goals one and three; goal two proved more challenging and was only partially accomplished.

We created a structure through which American study abroad returnees provided service to local schools, the UO campus, and the community; we exceeded our goals in the number of students who participated. Although the service provided to academic departments was viewed positively, it did not occur with the frequency we had desired. Goal two was revised at the end of the first year to emphasize involving participants in on-campus, *co-curricular* international events which was accomplished. New courses were developed and were evaluated very positively as was training for faculty and staff involved with international education. Statewide budget cuts resulted in the closure of the UO's Teacher Education Program and reduced money for in-service training which affected enrollment in courses for teachers.

It was determined that those who benefited most from the project were the participating American students who had returned from overseas study. They reported great value from integrating their overseas experience with academic programs, developing public speaking, language tutoring and other skills, and becoming more aware of international issues and career opportunities. Results included: increased contact between American study abroad returnees and international students; identification of on and off-campus opportunities for returnees to share their overseas experience with others; and development of successful predeparture, re-entry, and other project courses.

PURPOSE

The general problem addressed was the nationwide need for greater global awareness; the specific approach was to create a structure to make better use of international students and Americans returned from overseas study as a resource for their peers, for schools, and for the community. We felt that participants would benefit from additional training as would staff and faculty who are involved with international programs. The UO is similar to many universities where the presence of international students does not guarantee meaningful interaction with Americans. OIEE handles the administration of both international students and overseas study programs so we were in a position to develop a model to increase interaction of these student groups and types of international activity. The Global Education Project (GEP) brought students together through events on campus, presentations in schools, courses, meetings, and interaction in our office. It was expected

that the re-entry experience would be improved, academically and psychologically, for students returning from study abroad and that international students would feel more connected to their American peers.

Those wanting to replicate this project should be aware of these points: (1) GEP was quite multifaceted and, in retrospect, we realize that fewer goals would have allowed us to focus our efforts and resources. It also would have made it easier for others to understand project goals; (2) We did not anticipate the great amount of time required to supervise the varied activities of the re-entering students, many of whom were earning course credit or wages for their participation. Fortunately, the grant allowed us to hire staff and to provide release time for regular staff to meet the needs of participants; (3) Our goals included developing new courses and offering credit for student interns, however, OIEE is not an academic department. Throughout the grant, we worked closely with the International Studies Program and other departments that authorized our courses and internship credits; and (4) GEP was based on modifying an existing successful program and we now understand what should have been predictable resistance to changing something that was functioning well. "Buy-in" to project goals from those most affected by changes should be assured before attempting to implement this project or any innovation.

BACKGROUND AND ORIGINS

Origins of the Project

GEP drew upon the UO's existing International Cultural Service Program (ICSP) which, in exchange for partial tuition scholarships, makes use of foreign students as a resource to enhance international awareness in schools and in the community. This program had been very successful and enabled us to identify ways to make better use of internationally-experienced students. ICSP was well-known to teachers and being able to present GEP as a new component of the existing program was helpful. Challenges of altering the program made success with some GEP goals dependent upon the help of the ICSP staff. We increased ICSP staff time to reflect the demands of working with additional students, however, budget cuts in OIEE forced a reduction in the ICSP position; time available for working on placements for the Americans was limited. The GEP co-director and graduate assistant assumed responsibility for identifying service opportunities in schools and in the community for the Americans. We made this a priority but it was at the expense of time for working with UO faculty and on continuation efforts.

We discovered that there were important differences in the degree of accountability of international students who received a scholarship for multiple years and American students who participated for several terms before graduation. We were always in the position of recruiting and training the Americans students as contrasted with the international students who had more program continuity. Although many returnees were highly reliable, some had limited time or enthusiasm that waned if they did not receive requests to make presentations. ICSP staff were reluctant to include students whom they perceived to lack the dependability required to maintain the positive reputation of the program with teachers. This affected our efforts to integrate the American

participants fully into ICSP and on continuation beyond FIPSE funding.

Project Location

When we applied for FIPSE funding, OIEE expected to expand its office space, however, this had not occurred by the time we received our grant. GEP was housed in a building two blocks away from OIEE which had both positive and negative effects. The space was larger than what was available in OIEE so the project had ample offices and meeting areas. In addition, OIEE is located in the main administrative building; placing the project elsewhere allowed us to create a student-centered environment with an international focus. In the second year, the ICSP graduate assistant and program materials also were moved to the GEP building which provided international and American participants with regular contact and opportunities to collaborate on projects or talk informally. After years of working in close proximity to his graduate assistant, the ICSP director found it frustrating to have less contact with student participants and program operations. In terms of general GEP administration and implementation, the physical separation of GEP resulted in a longer time frame for other OIEE staff to understand project goals and, in some cases, to "buy-in" to our need for their participation. Project staff often felt peripheral to regular OIEE programs and it took awhile to establish consistent communication patterns among GEP and other OIEE staff. Because the co-directors were not in the same office, we held weekly meetings to ensure regular communication about project activities and problems.

Staff Changes

Between the time we submitted our proposal and the beginning of the project, changes occurred in the overseas study staff. Those who had helped to develop the proposal were replaced by new personnel so we needed to determine who would be involved and to delineate their responsibilities; it was not possible for new overseas study staff to become involved immediately in GEP activities. We also had turnover in the graduate assistant positions which required more involvement in student supervision and service placements than was anticipated for the ICSP director and GEP co-director Campbell.

Administrative Support

Outside support by UO administrators for GEP was positive throughout the grant. Those involved with OIEE and international programs were pleased by the success of the project and benefits for participating students, the campus, and the community. In a climate of major budget cuts to the UO and the Oregon State System of Higher Education, administrators were supportive yet not able to assist in a major budgetary way to ensure full continuation of the project beyond the period of our grant. Through the Vice-Provost for International Affairs, funding was secured for continuation of the most successful project components.

PROJECT DESCRIPTION

GOAL ONE: To initiate a program to make use of Americans who had returned from study abroad as an educational resource.

To provide a structure for using Americans returned from overseas study as educational

resources, we added an "American component" to the International Cultural Service Program (ICSP). We were highly successful in involving students returning from study abroad in GEP with 93 participants over the three years, representing overseas study in 20 countries. Our goals were to include 10 returnees in the first year, 20 in the second year, and 30 in the third year; we surpassed our goals with 18, 37, and 38 participants (see Appendix A for participant data). Although not counted as formal participants, other students enrolled in the predeparture, re-entry, and cross-cultural issues classes.

Students returning from overseas study were informed of GEP while overseas or upon return to the U.S. (see participant recruitment flyer, Appendix B). Some became involved immediately and others came to us after the project was recommended to them by returnees already participating in it. We offered three types of involvement: 35 were interns for 1-2 International Studies Program credits, 23 were hired for 5-10 hours a week through the work-study program or direct student wages, and 35 were volunteers, participating as their schedules allowed. The most typical pattern was participation for two terms between the return from overseas study and graduation. Based on a student's academic major, career goals, language skills, and desired means of sharing his/her international experience, an individualized plan for involvement was developed (see Appendix C for examples of service provided). Staff met regularly with students to assess their progress and to add or revise goals. In addition to providing service to the campus and community, work-study students assisted staff by preparing course materials, maintaining the resource library, and providing coverage for the project office.

TYPES OF SERVICE

Service to Schools At the beginning of each school year, the Lane County Education Service District hosted a meeting so teachers could meet the international students and American returnees. All county schools were sent a poster and booklet describing the participating students. We promoted the potential speakers through a letter to middle and high school foreign language departments and to teachers in Japanese, French and Spanish immersion elementary schools (see Appendix D). Through GEP, 218 visits were made to elementary, middle, and high schools by American participants. There was a dramatic increase in school presentations with only 6 in the first year, 105 in the second, and 107 in the third years. Some teachers specifically requested Americans with foreign language fluency; others asked for a combination of American and international students. Returnees from Germany, France, and Mexico made the most school presentations as they were resources for languages commonly taught in schools and, most years, ICSP did not have international student participants from Germany or France.

Throughout the project, we contacted teachers to introduce the new resource and to schedule school visits for the Americans. Returnees went to their high school language teachers' classes, visited the schools of family members, and traveled to rural schools to describe their overseas experiences. Some went to one school on a regular schedule in the following placements: tutoring elementary ESL students; offering after-school elementary Spanish lessons; assisting in creative writing lessons at an elementary French immersion school; providing small group instruc-

tion in high school German and Spanish classes; tutoring an individual Spanish student after school. We were pleased with the educational impact of the visits as described in this episode:

> A participant who had studied in the Netherlands was returning there for job interviews. Teachers enrolled in the GEP-sponsored International Issues and Events course were asked if one would like the student to visit his/her school before and after the trip. Many teachers volunteered and a middle school social studies teacher was selected. The returnee went to his school, described her overseas study experience, and collected pictures and letters from the students. She visited a seventh grade class in the Netherlands and delivered the package from the American class. She took photographs and collected letters from the Dutch students which she brought to the American school on return.

Service to the UO Campus Many returnees helped OIEE staff to promote and evaluate UO overseas programs. They assisted with predeparture sessions, distributed flyers on various programs, visited classes to make announcements, and coordinated study abroad fairs in the student union and dormitories. Returnees worked closely with Jan Felsing, Associate Director for Overseas Programs, on a slide show about a program in France. Others made presentations at Oregon State System of Higher Education overseas study meetings and spoke about their experiences at an Office of Admissions program for prospective UO students. Returnees and international students held bake sales earning $376 for the UO's Overseas Study Scholarship Fund. Although the amount was not great, it was a combined effort of the two groups of students and provided the impetus for OIEE to establish such a fund.

Returnees produced predeparture guides and printed materials related to overseas study: *Information for Students Interested in German Studies; Overseas Study in Sweden; An Insider's Guide to Stuttgart; Financial Issues in Russia; Guide to Perth, Australia; Idiomatic Expressions in French; French Academic Terms; Practical Guide to the Almighty Dollar; Aberdeen, Scotland: A Video; Keeping an Exciting Travel Diary; Graduate Programs in Interpretation and Translation; Common Questions About Perth and Australia; Scottish Colloquial Language List;* and *An International Cookbook* (for example, see Appendix E).

Returnees assisted in OIEE programs for international students by working at new student orientation, coordinating "Saturday Excursions" and a bus tour around the state, and participating in the Global Friends group. International students and returnees discussed cultural differences in U.S. and other educational systems at OIEE staff meetings. Returnees organized social events for students from other countries and for Americans who had studied there. Kathy Poole, overseas program coordinator, and Magid Shirzadegan, international student advisor, developed successful peer assistant programs that included returnees and international students. They were trained to help with advising and planned campus seminars on internationally-related topics.

Returnees and international students also assisted other campus offices and international/multicultural programs. They were moderators for the International Opportunities Fair sponsored by the Career Center and created exhibits on Mexico, Thailand, Germany, and Australia for the Yamada Language Center's display cases. Returnees from Latin American countries tutored in the High School Equivalency Program for native Spanish speakers. At the American English Institute, returnees tutored students and were summer activities coordinators. International students

displayed cultural artifacts at the UO Bookstore and spoke about their countries at programs sponsored by the Museum of Natural History. Returnees and international students participated in the Building Community course coordinated by the Dean of Students and attended the International Student Organization's weekly coffee hour. Participants were active in annual International Week exhibits, panel discussions, and dinner.

Service to the Community A returnee who had studied in both Mexico and Ecuador tutored and provided social interaction for a Guatemalan girl who was sponsored by an organization working with survivors of torture. Returnees worked as ESL tutors through Lane Community College, volunteered with a community group focused on Central American issues, made presentations about their overseas experiences in retirement homes and churches, and promoted UO international programs at the city's "Eugene Celebration." A returnee from Russia consulted with a businessman who was seeking information about economic conditions there related to the lumber industry.

GOAL TWO: To initiate the systematic use of American and international students as resources in UO academic departments and courses for teachers.

We identified academic departments that have an international component as focus areas for each year of GEP. In year one, we hoped to reach foreign language departments, courses that meet the UO's "Race, Gender, Non-European" graduation requirement, and in-service courses for teachers. In years two and three, we focused on social science, Journalism, and Business departments. A letter from GEP co-director Campbell and ICSP director Peter Briggs was sent to all faculty in the focus departments. It introduced GEP, described the rich campus base of internationally experienced students, and suggested ideas for using the students as resources. We identified specific students who were well-qualified speakers for particular courses and sent personal letters to those professors. Even with follow-up phone calls, the response was limited. In discussion with our Advisory Board, we determined that faculty guard their class time and may question the expertise of mainly undergraduate students to discuss complex academic issues. The board strongly recommended that we continue to promote the students as speakers but focus our energy on involving students in *co-curricular* international activities that complement academic coursework. Below, we have described what was accomplished in the target areas and with academic departments in general.

Foreign language departments In the first and second years, returnees and an ICSP student from France worked with French professors to develop "cultural incidents" that were role-played in predeparture classes for overseas study. The roleplays were videotaped for use in future courses and as a model for adaptation by other language departments. In the third year, we had a strong link with the French department as one of our first year participants returned to the UO to pursue graduate studies and was hired as a French language instructor. She invited a recent returnee from France to speak to her class and participated in an international careers panel in our re-entry class. A returnee tutored in a Swedish language class and ICSP students spoke in a

course on "Scandinavian Life and Society." ICSP students also spoke about their home countries in Spanish and Chinese language classes. Returnees met with a Russian professor to discuss appropriate courses for students returned from overseas study. German students and returnees participated in a panel discussion in a German class.

Returnees organized language conversation groups in French and Russian to meet outside of the classroom. Thirty-six returnees participated in the Yamada Language Center's series, "My Year Overseas," presenting to overseas study applicants, faculty, and international students with interest in that country or language. Returnees from Germany made part of their presentation in German to illustrate regional differences in language usage. Participants made presentations and gave campus tours in other languages for the annual Foreign Language and International Studies Day for high school students, co-sponsored by the Yamada Center, foreign language departments, and International Studies Program. Two returnees worked as language tutors in the Center.

"Race, Gender, Non-European" Graduation Requirement Courses Faculty from these courses and departments requested presentations or interviews: Cross-Cultural Communication (International Studies); Seminar on Sub-Saharan Africa (International Studies); Music and World Cultures (Music); Dance in Asia (Dance); Women and Work (Sociology); and Middle East Literature (Humanities). Students also presented in the Ethnic Studies Program, the Women's Studies Program, the Center for Asian and Pacific Studies; and the International College.

In-Service Courses for Teachers In year one, Jean Campbell taught a two-credit course, "International Issues and Events," which was co-sponsored with the Lane Education Service District. Each class focused on a particular global region. In the session on Latin America, a professor provided an overview of current issues; a returnee from Ecuador and international students from Brazil, Panama, and Peru shared maps and slides. Thirty-one international and American students and an outstanding group of UO faculty presented on their areas of expertise. Campbell also taught a summer graduate seminar, "Global Education," which focused on theory, teaching strategies, and K-12 level curriculum materials. Students included local and Canadian teachers and UO international students. International students and American returnees visited the class to participate in panel discussions and simulations. Neither of the courses for teachers were offered in years two and three due to closure of the Curriculum and Instruction department and a state budget measure forcing major cutbacks in schools. Off campus, returnees from study in Mexico presented at a teacher workshop on Canada/Mexico/U.S. Relations coordinated by the World Affairs Council of Oregon. International students made presentations at Oregon International Council teacher workshops.

Social Science Departments A professor teaching History of Russia was very pleased with the panel discussion of students from Russia and the Republic of Georgia. Students from the International Studies Program and the Anthropology Department interviewed ICSP participants. ICSP students made presentations in these social science departments: Anthropology, History, International Studies, Political Science, Sociology, and Linguistics. International students assisted a faculty member in Anthropology on translation and research projects. We were able to use stu-

dents in academically-related programs or co-curricular events. On International Women's Day, returnees coordinated panel discussions of international students to discuss women's issues; one year, the facilitator was an Anthropology professor who brought her Women and Society class to the event. A returnee who studied in both France and Germany worked with a Geography professor to plan a very successful seminar for faculty and students on German-French relations.

Journalism A professor of an International Journalism course asked international students and overseas study returnees to describe journalistic practices in other countries. African students assisted a professor on translation and research projects. As described in the Evaluation section, international and American students from a public relations course made GEP the focus of their term project. Participants who were Journalism majors developed GEP promotional materials for courses and wrote articles about GEP for the UO student newspaper and the University News Bureau. We helped the Journalism faculty with activities for 20 African journalists who visited the UO. We arranged for these visitors to be dinner guests in the homes of UO faculty and community members and to visit high schools with strong journalism programs. ICSP participants and other international students from Africa were involved in professional and social events for the group.

Business Although we had a promising meeting with a faculty member involved with international business courses, we were not successful in facilitating presentations or involvement in international events in the business area. A number of international students spoke on business in their home countries to a student club for Business majors. GEP hosted a cross-cultural simulation activity, ECOTONOS, which is designed to increase participants' awareness of cultural differences and communication patterns relevant to problem-solving in multicultural work places. We invited students, faculty, and staff from GEP, ICSP, Journalism, Business, the International College, and the International Studies Program. A diverse group of 37, representing all the invited groups, participated in the evening session, with the greatest representation from Business.

Other Departments Presentations by international students also were made in departments that we had not identified as target areas, including: English; Leisure Studies; Educational Policy and Management; Public Planning, Policy, and Management; and Music. A graduate student in Education from Israel presented her research findings on the UO international student experience at a faculty/student seminar on cross-cultural differences in the classroom. In the original FIPSE proposal, we described "international evenings" that would be planned by staff, students, and faculty who were knowledgeable about the focus country. Since that time, increasing numbers of international cultural groups have begun presenting programs on campus and in the community so project students were encouraged to help with existing events. International students and returnees were highly involved in the "Dorothy Project" which included research and fund-raising to benefit orphans of AIDS in Uganda. Project participants assisted coordinators of the Law School's Public Law Environmental Conference. ICSP participants played a major role in a fund-raising event for Somalia, co-sponsored by the Red Cross and several UO departments.

Goal Three: To develop new courses and training to increase the benefits of overseas study for the student participants and improve their effectiveness in their roles as educational resources.

In addition to the courses for teachers, we offered three new courses: Overseas Study Re-entry in fall, Cross-Cultural Issues in winter, and Overseas Study Predeparture in spring (see course syllabi, Appendix F). We provided training for students, staff, and faculty, and established a materials collection for use by students, staff, and teachers.

COURSES

Overseas Study Re-Entry Kathy Poole and Jean Campbell co-taught this one-credit course offered through the International Studies Program. It focused on re-entry adjustment and preparation for careers with an international component. Students assessed what they learned in their overseas experience, personally and academically, and developed means for sharing that knowledge with others. They interviewed a faculty member with expertise in the country where they studied. The Chancellor of the Oregon State System of Higher Education, faculty, and community people representing international business and non-profit organizations spoke to the class about international aspects of their careers.

Cross-Cultural Issues Peter Briggs and Jean Campbell co-taught this one-credit undergraduate/graduate course with the intent of increasing interaction and contact among internationally experienced students. Content included theory on ethnocentrism, intercultural adjustment, cultural contact, and communication effectiveness. Students kept a journal of their reactions to assignments, readings, and class discussions, and shared a cross-cultural "critical incident" from their personal experience as a final project. The BARNGA simulation was used and provided cross-cultural training for participants.

Predeparture for Overseas Study course Kathy Poole and later, Jan Felsing, and Jean Campbell co-taught this one-credit course which included theory on cross-cultural issues, interactive exercises, and skill-building in observation and interviewing. Enrollees interviewed international students to obtain up-to-date information on the countries to which they would travel. They planned projects to conduct while overseas that related to their areas of study or personal interest, for example: an Anthropology major planned to photograph archaeology sites in Israel for later use in a UO course, Prehistory of the Middle East.

TRAINING

For Students Returnees attended ICSP training class sessions and meetings where they received information on program procedures, ways to deal with stereotypes, and suggestions for making effective presentations. We also held GEP meetings which included training for the American participants on showing slides, speaking to audiences of different ages, and using cultural artifacts in presentations. Participants met with project graduate assistants Melinda McClelland and Bob Roberts to assess their needs in collecting and producing presentation materials. Computer training was provided for students who were writing guide books for overseas programs or creating visual materials. Students enrolled in the courses were involved in simulations that are used frequently in cross-cultural training.

For Staff and Faculty Throughout the grant, we provided professional training for OIEE staff in order to develop and improve skills for working with American and international students. We expanded our original goal and made this opportunity available to faculty, administrators, and other offices in the international and multicultural areas. Response to all training sessions was highly positive (see Evaluation section for results).

Through the project, internationally-renowned communication experts Janet and Milton Bennett were brought in as consultants four times to provide seminars for our staff and faculty. On their first visit, the topics were: (1) the integration of UO overseas study opportunities and academic departments, and (2) stages of intercultural adjustment that students experience while on overseas programs. We were very pleased that 40 faculty members, administrators, and overseas study staff attended the program. The Bennetts also facilitated a seminar focusing on the connection between multicultural and international education for staff in OIEE, International Affairs, Multicultural Affairs, and Housing. In the third year, we sponsored a seminar for faculty, resident assistants, and staff at the UO's International College and OIEE international student advisors and overseas program coordinators, entitled, "Building a Cross-Cultural Community Within the International College: Academically and Residentially."

The Bennetts facilitated an all-day retreat for OIEE and International Affairs staff on cross-cultural communication issues. We sought input on future focus areas for training and, the next year, we hired communication expert Jan Baker to conduct an all-day training seminar on office team-building. Individual staff training was provided by sending two staff each year (six total) to the Intercultural Communication Institute in Portland for five-day training sessions. Staff from international student advising, GEP, and overseas study areas participated in these sessions: "Training for International Transitions"; "Training Design for International/Multicultural Programs"; "Communicating with Asians; "Conflict Resolution in a Cross-Cultural Setting"; and "Teaching Intercultural Communication." Those attending the Institute described their sessions and distributed materials at OIEE staff meetings.

MATERIALS PRODUCTION AND COLLECTION

A resource library was created by participants that included books, posters, maps, slides, pictures, lesson plans, artifacts, and newspaper articles on specific countries and international topics. Office specialist John Mihelcich assisted more than 40 American and international students by producing slides for their presentations. Through the project, ICSP students also acquired videotapes, posters, maps, overhead transparencies, and pictures to make presentations more interesting and educational. Returnees compiled two notebooks of slides to promote overseas study and to help prepare new participants. They evaluated resources for accuracy and appropriateness for use with various ages. Graduating ICSP students contributed items to the collection before returning to their home countries. Materials were used by participants, teachers, and staff.

EVALUATION/PROJECT RESULTS

Evaluation of the project was designed to assess the extent to which we had a functioning program that utilized American returnees and foreign students as an educational resource; and the educational benefit for participating students and recipients of their cultural service. We combined on-going program evaluation methods with measures designed to assess the success of the project. Quantitative and qualitative measures were used to evaluate specific components and the overall project. Evaluation was conducted by staff and external evaluators.

Involving Americans in the Global Education Project

We were successful in involving American overseas study returnees in GEP, surpassing our goals for the number of participants each year. We reached students returning from many overseas study sites and countries. We offered three types of involvement for students: interns earning practicum credit; work-study students who were paid a wage for the time they participated; and volunteers who participated as their schedules allowed. We discovered that many students who wanted to participate had to work part-time to meet school expenses but did not have sufficient financial need to qualify for the work-study program. Each year we paid direct wages to several students who added to our country representation or were especially interested in re-entry international opportunities.

American participants were included in activities, promotion, and structural organization of ICSP. The degree of integration of the Americans into the program varied over the course of the project due to the priorities of different ICSP staff who monitored requests, referrals, and contact with teachers. The second year, when the GEP graduate assistant was quite involved in ICSP coordination, was the period of greatest integration of the Americans. As described earlier, we discovered limitations to including Americans completely into ICSP because there was resistance to changing an existing successful program and because incentives for involvement of international students was different. International students received a substantial scholarship for their participation and were in the program for multiple years, creating more commitment and accountability than was characteristic of some of the American participants.

Graduating American participants completed a questionnaire rating their satisfaction with program structure, skill-building opportunities, service placements, and interaction with other participants. On open-ended items, they offered suggestions for program improvement and described benefits of participation (see Appendix G for year three results). Tables 1 and 2 below present the combined results of the questionnaires over the three years of the project. Students rated their agreement with various statements. Table 1 lists the mean scores of ratings listed in order of greatest to least agreement. It can be seen that students enjoyed their participation and interaction with other participants. They gained many new skills through the project which they listed below the rating. Students also were asked to rate behavioral aspects of project participation on certain items; they described their behavior before and after GEP participation, as seen in Table 2. There was an increase in interaction with international students but the strongest finding was the increase in the frequency with which the American students shared their overseas experiences

publicly after participating in GEP.

TABLE 1. GEP Participant Questionnaire Ratings, 1992-94

(1=strongly agree, 5=strongly disagree)

Item	Mean Score	Mode
"I have benefited from interaction with other project participants."	1.5	1
"I have learned more about other countries and international issues through project involvement."	1.5	1
"I have enjoyed the project activities in which I have been involved."	1.7	2
"I have learned new skills because of the project."	1.9	2
"I am satisfied with how the project is managed."	1.9	1/2
"I would not have been able to participate in the project if work-study positions had not been available." (work-study students only)	2.0	1
"The project is what I expected it to be."	2.2	2
"I have received adequate training and assistance to prepare me to participate in the project."	2.4	2/3
"The feedback I get on my project performance is helpful."	2.5	2/3
"The feedback I get on my project performance is sufficient."	2.7	2
"Being in the project negatively affects my academic performance."	3.7	3
"The project adds stress and anxiety to my life as a UO student."	3.7	5

TABLE 2. GEP Participant Behavioral Changes, 1992-94

(1=rarely, 5=frequently)

Item	Mean Score	Mode
"Before becoming involved with the GEP, how often had you been sharing your international experience (e.g., foreign language, slides) publicly?"	1.6	1
"Since becoming involved with the GEP, how often have you been sharing your international experience publicly?"	4.0	4
"Before becoming involved with the GEP, how often did you interact with UO international students?"	2.4	1
"Since becoming involved with the GEP, how often do you interact with UO international students?"	3.3	4

On open-ended questionnaire items and in interviews conducted by graduate students who were familiar with the project, participants described program benefits and effects on re-entry adjustment process. The part of the project students reported they enjoyed most was interacting with international students. They listed skills they gained through GEP which included: public speaking, computer applications, time management, office operations, research, teaching, leadership, bilingual tutoring, video editing, and organization. Participants explained the personal benefits of involvement:

> This is a wonderful opportunity for students returning from an experience abroad. I would encourage any poor soul who is struggling through re-entry into the American culture to immerse her/himself in this program or something similar. It has helped me immensely.

> Through taking the reentry class..., interning at OIEE as an international peer assistant, and being involved in GEP, I feel my world outlook and perspective on international students have changed as much as when I studied abroad.
>
> GEP saved me from dying of reverse culture shock and made the last year in college very valuable. I learned more here than in any class.

The most frequent recommendation was that program promotion be increased to provide additional opportunities for students to share their overseas experience with others. Many students explained that time constraints due to a heavy course load and other part-time work limited their participation. Some felt that more structure in the GEP office and better communication would have improved the project. In the first year evaluations, work-study students were less satisfied with the project than interns or volunteers. There may have been differences in interest for students whose participation was motivated mainly by need for a job but the work-study students had less contact with the co-director and often were asked to assist with projects initiated by staff rather than themselves. We instituted regular meetings of the work study students to discuss their projects and to interact with staff. Because we needed student workers to keep the office open so ICSP students could have access to request folders, we were unable to assign them entirely to regular placements in schools or the community which might have been more satisfying.

Melinda McClelland, who participated in the project as an evaluator and graduate assistant, conducted exit interviews with students and analyzed questionnaire results. In the second year, an International Studies graduate student also was involved in analyzing results. After returning from teaching in Japan, he had asked to enroll in our re-entry class, so he had familiarity with the project. This is the summary at the end of his evaluation report:

> Personally, I feel that many of the organization and communication problems talked about by the participants would be difficult to overcome considering the time constraints on the students and the budget constraints of the program itself. However, the fact that the GEP provides a valuable service to the school, the students, and the community is unquestioned. Everyone gains from coming in contact with this program. The students find friendship and understanding in their peers and have the opportunity to share their experiences with others. Those they come in contact with have the opportunity to gain a glimpse into the world outside their own community.

Use of ICSP Students as Educational Resources

Over the course of the project, there was a dramatic increase in school presentations by American returnees with only 6 school visits by returnees in year one, 105 in year two, and and 107 in year three. To get feedback on these presentations for presenters and assessment purposes, we used the open-ended ICSP evaluation form on which teachers list successful aspects of the visit and suggestions for improvement. All teachers returning the evaluation forms were highly positive about the presentations, as reflected in these comments:

> I want to thank you for your time and presentation as we are "Celebrating the World." I see such a need for ways that our students have a chance to connect with people outside of this rural community and hopefully all of our work has raised their level of acceptance and understanding. (elementary teacher)

> We are reading literature from North Africa and the Middle East. It was wonderful having an American who had been there to talk to us; probably better than someone from that region, in this case, because we could ask questions without worrying about offending anyone. She had a great slide show and manner with the classes. Several students have voiced an interest in overseas exchanges. Hannah is great ! I love this program. (high school social studies teacher)

> He was well prepared with information and anecdotes about his stay in Mexico. I am most appreciative of this program. I think my students feel that this information is more up-to-date than what I can provide. (high school Spanish teacher)

As described earlier, we did not have the number of presentations in UO courses that we had hoped for; however, faculty were very positive in oral and written evaluations of the international students who spoke to their classes. One professor wrote: "Excellent speaker--spoke English fluently, loudly, energetically. Extremely broad knowledge of her country. I will remember [her] as an excellent resource on campus. I recommend her highly." One returnee attended presentations by other participants at the Yamada Language Center and completed evaluation forms for the speakers. He and another returnee created a set of recommendations to give to future speakers.

Courses

We were successful in creating new courses to meet project goals. Enrollment was not as high as we would have liked, despite very positive evaluations for all courses. It varied throughout the project due, in part, to changes in UO course registration procedures and limitation of credits allowed without extra cost. Our International Studies Program courses used an open-ended evaluation form asking for student assessment of instructors, assignments, readings, and usefulness of the courses. The courses offered through the College of Education used standardized evaluation forms that rated the courses and compared them with others in the College. Instructors used the evaluations to assess their performance and appropriateness of materials and activities.

Re-Entry Course The course was offered in the second and third years with enrollment of 14 and 21 students. Overseas study returnees were informed by mail of the re-entry class, however, program representation was not even. For example, in the first year, four enrollees returned from Mexico yet there were none from France; the next year, ten enrollees had studied in Spain. Some site directors and overseas program coordinators apparently promoted the course more than others. Students indicated that the most beneficial parts of the course were discussions and keeping their journals in which they described readings, assignments, and return to the U.S. We were impressed by the significance of the journals to students who were having a particularly difficult time with re-entry adjustment. Students also were positive about activities focused on international careers. An International Studies Program graduate student who audited the class wrote:

> During the first class, I sensed some skepticism from the participants. It seemed as if many students felt that their experience was so personal and so particular that it would be impossible for anyone else to understand and, least of all, to be able to put it into an academic format. Some seemed almost afraid to discover another person could have had a similar experience to their own. By the fourth week, the participants had opened up and were showing an appreciation for the subject matter and for each others' experiences.

Cross-Cultural Issues Course Enrollment was 24, 12, and 13 students in the three years the class was offered. Students included not only project participants but other international students, a high school teacher, Peace Corps returnees who were graduate students, and staff from the International College and Student Housing Office. Students indicated that the most positive aspect of the course was the combination of American and international perspectives in relating intercultural theories to "real life" situations. They described course benefits: "The course promotes greater awareness of cross-cultural communication issues and personal growth in becoming international, " and "Learning about everyone's background experience. I learned a lot from that interaction. It definitely reinforced my interest in cross-cultural and international topics."

Predeparture Overseas Study Course Enrollment in the Predeparture course was 24, 14, and 18, for the three years it was offered. Students valued the readings, interactive exercises, and interaction with each other. Most indicated that they felt more confident and prepared for their upcoming sojourn because of the course content and discussions which raised many issues they had never considered before. These student comments assessed course content: "Relevant!! The highest compliment I can give," and "I think the content covered the most important aspects of understanding other cultures. I liked how we evaluated our own beliefs, also." Both the predeparture and re-entry courses experienced some students dropping the class because of the work load, which they considered excessive for the credit or more than they could manage with other courses. Instructors examined syllabi carefully to reconsider the value of each assignment and reading selection. We deleted assignments and substituted readings in response but maintained what we considered a sufficient level of rigor for credit-bearing courses.

Courses for Teachers Teachers in the International Issues and Events course had a group evaluation session in which they expressed high satisfaction with the content, materials, and speakers. We were surprised that most enrollees were elementary and middle school teachers. Students in the Global Education course found content and curriculum materials that were shared to be especially beneficial. One enrollee reported that she had learned more in this class than she had been exposed to in ten years of teaching and in-service training on the subject.

ICSP Evaluation

In the first year, an internal evaluation was done on ICSP by teams of participants who conducted interviews to determine students' perceptions of program management and service. Participants generally were satisfied with ICSP management and made suggestions that were incorporated into training courses that followed. ICSP students also completed a questionnaire and were very positive about their ICSP participation. The mean score of most ratings (1=positive, 5=negative) was between 1.4 and 1.8. The most positive results were from Latin American students all of whom marked "1" in agreeing with the statement, "I have enjoyed the ways in which I have been asked to complete my ICSP hours." Participants indicated that they had gained many skills such as public speaking, communication, and organization. Their preferred type of audience for presentations was middle school students; least preferred was university classes (we assume because of nervousness related to peer pressure). They were positive about GEP and reported

some increase in contact with Americans due to the project. We interpreted this to mean that ICSP participants already had considerable contact with Americans through school and community presentations and were not typical of international students in general (see Appendix H for results).

Staff and Faculty Training

Our staff/faculty seminar on international education and overseas study was highly successful with those in attendance listing the following benefits: (1) Acquainted study abroad program faculty advisors with their responsibilities; (2) Increased understanding of the cultural adjustment stages students go through while overseas; (3) Informed faculty about GEP and opportunities for international activities on campus for returnees; and (4) Increased faculty awareness of types of UO study abroad programs and the effort it takes to manage them well. Using a 1-7 point scale (1=low, 7=high), those attending gave the highest ratings to: "Identified stages in intercultural awareness" (mean score 6.4), "Provided an opportunity for faculty and OIEE staff to share ideas" (6.3), and "Identified important components of study abroad orientation" (6.1). They would have liked more information on the responsibilities of faculty study abroad program advisers.

Those attending the International College cross-cultural training session for faculty and staff evaluated it very positively. On a 1-5 scale (1=poor, 5=excellent) all workshop components were rated with mean scores ranging from 4.1 to 4.9. The highest ratings were for the speakers (4.9), content (4.8), and the overall workshop (4.8). One participant commented, "This was a fantastic workshop. Really well done, thought-provoking, and helpful. Similar cross-cultural themes should be incorporated into the Teaching Effectiveness Program presentations" (see Appendix I for results).

Student Training

To evaluate the ECOTONOS simulation, we used an open-ended form provided by Kathy Sorrells, the consultant we hired to facilitate the activity. Participants listed many things they learned, for example: "The experience helped me to evaluate my reactions to cultures that are different from my own, " and "To be more open, an active listener, as well as more sensitive to minorities." An informal measure of the effectiveness of the activity in bringing various groups of internationally-interested students and faculty together was that 45 minutes after the evening event ended, groups of participants still lingered in conversation.

Public Relations Project

A team of Journalism students (2 international and 2 American) from a public relations course completed an extensive group assignment on the GEP. They examined our success in promoting international and American students as resources on campus to faculty and academic departments. They determined through interviews, analysis of documents, and project statistics that many UO faculty were unaware of the project. They listed strategies and recommendations to reach this goal, including: improved communication methods with target faculty (e.g., using e-mail rather than letters), strengthening faculty connections through our advisory board and the UO international education community, and development of materials to promote the project for contin-

uation. Due to constraints of staff time, we were able to implement only some of these strategies.

Overall Program Evaluation

In the beginning of the third year, GEP and OIEE staff, graduate assistants, and advisory board members completed a questionnaire indicating their perceptions of the most successful project components and areas of priority for continuation. They rated and commented on specific components on a 1-5 scale (1=low priority; 5=high priority). The following were rated as highest priorities: Pre-departure for Overseas Study course (mean score 4.8), Re-entry from Overseas Study course (4.7), returnees' assistance with overseas study promotion (4.7), Cross-Cultural Issues course (4.5), and returnees' service to K-12 schools (4.3) (see Appendix J for results).

Dr. Bonnie Todis, an outside program evaluation specialist with experience in federally-funded education projects and qualitative research methods, was hired to conduct interviews with eight staff members who had been most closely involved with GEP. Prior to the interviews, she reviewed program reports and printed materials. Her final analysis articulated various staff perspectives on success in reaching project goals and lessons learned through implementing the FIPSE grant (see full report in Appendix K). She found that the parts of the project considered most useful by those interviewed were: individual opportunities for students to integrate their overseas experiences into overall life, and the predeparture and re-entry courses. Many staff felt it had been difficult for them to make GEP activities a priority because of too many commitments that were central to their jobs. Most felt that integrating Americans returning from overseas study into ICSP was not fully accomplished and offered differing explanations for why this was true. She recommended that a program parallel to but not fully integrated with ICSP might be the most promising option for coordination of overseas study returnees' presentations and service. Dr. Todis summarized:

> As an outside observer, I am left, after conducting these interviews, with a sense that GEP has been a highly successful project. It has developed courses and products, provided training to staff and students, and had a positive impact on a number of individuals on campus and in the community.

DISSEMINATION

The project co-directors and staff disseminated this model throughout the three-year grant. We responded to numerous inquiries about the project received by phone and mail from campuses throughout the U.S. and made formal presentations about the project. In 1991, co-director Jean Campbell and Jan Felsing (in place of co-director Tom Mills who was unable to attend), attended the FIPSE conference in Washington, D.C., where they shared ideas with directors of other international and community service projects. Campbell and Bob Roberts, project graduate assistant, attended the FIPSE conference in Washington, D.C., in 1992. They joined project directors from University of California, Irvine, and Michigan State University in a presentation on their projects, all of which included overseas study returnees and international students. We shared slides of project activities, handouts, and our brochure (see Appendix L) which resulted in additional requests for information from other campuses. Tom Mills made a presentation on GEP at a joint

meeting of the Council on International Educational Exchange and the European Association of International Educators held in Berlin, Germany, in 1992. The presentation was well received and generated a number of questions from the audience and in writing following the conference.

Kathy Poole and Campbell presented a session entitled, "The Re-Entering Student" at the NAFSA: Association of International Educators regional mid-year seminar in Portland in 1993. The overall rating for the session was 4.8 (1=low, 5=high) with 15 of 16 of those in attendance recommending that the session be repeated at the fall regional conference. Campbell was invited to describe the project to staff in the Office of International Education at Oregon State University. At the UO, Campbell participated in a panel discussion for dormitory resident assistants in which she described GEP and ICSP as campus resources. Again, with project directors from University of California, Irvine, and Michigan State University, Campbell presented on FIPSE-funded international projects at the 1993 NAFSA conference held in San Francisco. We distributed handouts describing our projects and samples of student-produced materials to an audience of approximately 90. Campbell set up a display on GEP at the FIPSE directors' conference in Washington, D.C., in 1993. Poole, student Laura Pearson, and Campbell presented a session, "Home and Alone: The Re-Entering Student," at the NAFSA regional conference in Portland. Susan Plass, Assistant Vice-Provost for International Affairs, described GEP and other UO international activities at the National Association of State Universities and Land-Grant Colleges conference in 1993, in Washington, D.C. Approximately 50 people attended the session entitled, "Internationalization is Alive and Well---Some Places."

On campus, the project co-directors and staff met with faculty and staff in internationally-related departments or programs (e.g., International Studies, International College) to inform them about the project and to pursue opportunities for institutionalization of the project beyond the period of FIPSE funding. Students produced a video on GEP that can be used in continuation efforts or future requests for information on the service to K-12 schools. Campbell intends to describe the qualitative and quantitative results of the project and submit an article for publication to appropriate journals. With the University of California, Irvine, and Michigan State University, we applied to the Fund for the Improvement of Postsecondary Education for a dissemination grant on our three projects but were not funded.

CONTINUATION

As described in the Evaluation section, we used the results of the questionnaire distributed to staff, faculty, and administrators involved with GEP to focus our continuation efforts. Tom Mills and Jean Campbell met with the UO Vice-Provost for International Affairs, and directors of the International College and the International Studies Program to discuss possibilities for integrating GEP activities into ongoing programs and future grant proposals. Although others on campus involved with international programs were positive about GEP goals and potential for collaboration, budget cuts and financial constraints of the UO and and Oregon State System of Higher Education made it difficult for administrators to commit to expanding their current activities. Some funds were provided to OIEE by the Office of International Affairs to help

continue GEP activities that were most successful and central to the responsibilities of OIEE.

Through the UO Office of Research and Sponsored Programs, we conducted a computer search of external funding sources for university-based international programs. We requested proposal guidelines which helped to narrow this large pool of funding sources but found only a few possibilities for support of existing programs. Kathy Poole and Campbell were awarded a small grant from the Cooperative Grants Program of NAFSA for a project entitled "The Next Step" which expands on the theme of internationally-related careers that was developed through our re-entry course; it involves students returning from overseas study and international students. The grant provides materials, limited travel, computer software, and partial salary for Campbell to coordinate the grant activities.

OIEE made a significant contribution to the continuation of GEP by hiring co-director Campbell on a part-time basis, when our FIPSE funding ended. In her new position, she will identify and help to establish projects for students returning from overseas study, including on and off-campus internships. She will continue to co-teach the Re-entry and Predeparture courses. Several OIEE staff members have incorporated GEP activities into their job responsibilities. Kathy Poole and Jan Felsing will continue co-teaching the re-entry and predeparture courses. Peter Briggs and the ICSP graduate assistant will arrange placements for foreign language tutoring in schools for re-entering students. Poole and Magid Shirzadegan will continue their overseas study and international student peer assistant programs in which many re-entering students participate. OIEE contributed one work-study position for a re-entering student to assist with the Next Step grant. American and international participants worked at polling booths for student elections last year which raised money to partially support a work-study position in OIEE for a study abroad returnee after the end of the grant. Predeparture guides and other materials produced or collected through the project will continue to be used and updated by OIEE staff and students.

SUMMARY AND CONCLUSIONS

Major goals of the Global Education Project were met, and in some cases exceeded, as verified by internal and external evaluations. We developed an administrative framework to use, more fully, the experiences of Americans who have returned from study abroad as educational resources on campus and in the community. Undertaking a student-centered project, we were pleased that those components with most direct impact on students were beneficial and educational. The students involved in GEP reported that the project eased their re-entry experience and helped them develop many organizational and career-related skills. The quality of their printed projects and presentations was excellent. Recipients of the cultural service (K-12 teachers and students, campus departments, and community groups) were appreciative of the international perspectives and service they received from both the American returnees and international students. The training provided to OIEE staff, faculty, and students by GEP should benefit our international education endeavors at the UO for years to come. A model has been developed for working with students returning from overseas study that can and has been shared with future students and with

other campuses.

We can also learn from the challenges we experienced. It was more difficult than we envisioned at the outset to integrate the study abroad returnees into existing ICSP procedures; new administrative structures had to be developed during the course of the project. UO professors were reluctant, in many cases, to use returnees and international students in their classes for reasons we understand. Because of statewide budget cuts to education, we were not able to reach as many teachers through in-service training as originally planned. Finally, we learned the importance of including those affected most by a new activity in proposal development and early project evaluation. We were reminded throughout the course of GEP that staff needed to be reminded of project responsibilities and to feel part of its success.

The name Global Education Project resulted in numerous inquiries from: students who had gained international experience by means other than overseas study, non-ICSP international students who also were anxious to share information about their home countries or to take project courses; graduate students interested in cross-cultural communication research and theory; faculty members involved in international research projects; and community members who were involved with exchange programs. This confirmed our belief in the need for continued development of UO international education programs as well as broadened awareness and integration of ones that already exist. There is great potential for growth and improvement in this area for the UO campus and surrounding community.

Continuation of the most successful GEP activities is assured through the hiring of co-director Campbell by OIEE and incorporation of a number of project goals into the responsibilities of other staff members. We are very appreciative of faculty, administrators, and staff who share our goal of enhancing international education at the UO and would not have been able to implement the project nor solve problems along the way without their assistance. Our office has learned much in the process of proposing and implementing a large externally-funded grant and hope we can apply these lessons to future projects. In conclusion, we have found the Fund for the Improvement of Postsecondary Education to be a highly professional, helpful, and supportive agency. We have appreciated its emphasis upon the educational importance of FIPSE projects--to those who have the opportunity to innovate, to higher education, and to students.

APPENDIX A: GEP Participant Data

NUMBER OF PARTICIPANTS

	Year 1	Year 2	Year 3	Total
Overseas Study Country				
Argentina			1	1
Australia	1	2	3	6
Denmark		1	1	2
Ecuador	1	4	2	7
France	4	10	6	20
Germany	5	3	6	14
Hungary		1		1
Indonesia	1			1
Israel	1			1
Italy		1	1	2
Japan	1	4	3	8
Mexico		5	8	13
Morocco			1	1
Netherlands	1	1		2
Russia	1	2		3
Scotland			2	2
Spain	1	2	1	4
Sweden	1			1
Thailand			2	2
Vietnam		1	1	2
TOTAL	18	37	38	93

TYPE OF PARTICIPATION

Intern	9	14	12	35
Work study or direct hire	5	8	10	23
Volunteer	4	15	16	35
TOTAL	18	37	38	93

WELCOME BACK TO UO STUDY ABROAD RETURNEES FROM THE GLOBAL EDUCATION PROJECT !

We would like to invite you to participate in the Office of International Education and Exchange's **Global Education Project.** Through a grant from the Fund for the Improvement of Postsecondary Education, we have initiated many ways for you and other students returning from overseas study to keep your international skills and interests alive after return to the UO. Project goals are to improve your re-entry to the UO campus by involving you in internationally-related presentations, activities, and skill-building. We hope that local schools, the community, and UO faculty and students will benefit from learning about your experience overseas.

TYPES OF PARTICIPATION:

* **WORK STUDY POSITIONS** –up to 10 hours/week.
* **INTERNSHIPS**--1-2 credits through the International Studies Program (INTL).
* **VOLUNTEER**--if your schedule doesn't allow intensive involvement.
* **SPECIAL COURSES**--one credit seminars: Re-Entry from Overseas Study (fall), Cross-Cultural Issues (winter).

PROJECT ACTIVITIES INCLUDE:

* Presentations on your overseas experience--in schools, community groups, and on campus.
* Assisting with promotion and pre-departure training for the overseas study program in which you participated.
* Language tutoring/translation--on and off campus.
* Participation in campus international events--e.g., International Week, Foreign Language and International Studies Day.
* Assisting UO faculty/students with class presentations, international research projects, course assignments, special event planning.
* Skill-building and career preparation with staff in the Office of International Education and Exchange and Global Education Project office.
* Creation of exhibits of photos/cultural artifacts from various countries/regions.
* Peer tutoring for UO overseas study programs.
* Regular contact with UO international students.
* International research projects and activities proposed by project participants.

FOR ADDITIONAL INFORMATION, CONTACT:
JEAN CAMPBELL, COORDINATOR, GLOBAL EDUCATION PROJECT, 1535 E. 15TH (NEXT TO THE MUSEUM OF NATURAL HISTORY), 346-1332.

GLOBAL EDUCATION PROJECT

Summary of Presentations & Activities Spring 1992

Regular activities that are completed by students are mentioned once only and are indicated by an * next to their name.

Date	Name of Participant	Place	Activity
Apr 5	Robert Roberts*	UO International Students Lounge	Weekly attendance at international coffee hour for organizations of International Week
Apr 11	Bruce MacKimmie*	Yamada Language Center	Weekly tutoring in Swedish
Apr 16	Jennifer Viale	Community	Postering fliers of International Week for the International Students Association.
Apr 16	Willow Swenson	Jan Felsing*	Assisted in organizing materials for Cuernavaca program
Apr 20	Willow Swenson*	UO classrooms	Classroom Announcements
Apr 20	Todd Harris Cheryl Kickett Quinton Tucker David Edwards Robert Roberts	UO EMU Ben Linder	Asia/Pacific Day - International Week, panel presentation "Australian Aborigines - Yesterday and Today"
Apr 23	Robert Roberts	UO EMU	International night - cleaning tables
Apr 25	Willow Swenson	Oregon State System of Higher Education - Salem	Ecuador orientation
Apr 29	Jena Parsons*	UO classrooms	Classroom announcements

Apr 30	Kathrin Preslan	Japanese Dept	Interview
May 1 & 2	Sara Carlson Dana Durkee Katie Gogl Jennifer Viale	Salem	Orientation for 1992-93 participants of Baden Württemberg program, informal presentation about Tübingen
May 2	Jena Parsons	UO	Moderator International Opportunities Fair
May 4	Robert Roberts	Camp Creek Elementary School	Presentation to whole school during their Australia Month
May 5	Kathrin Preslan	Executive Board OSSHE	Japan Programs
May 7	Jennifer Viale Herb Hawley Jena Parsons	Yamada Center Yamada Center Yamada Center	Foreign Language Day Germany - 2 presentations Foreign Language Day Russia - 2 presentations Foreign Language Day France - 2 presentations
May 9	Kathrin Preslan	WASEDA Orientation - Salem	'Panel expert', Salem 4-H Center
May 10	Cross-cultural issues course participants	University of Oregon Bookstore	Bake and Take sale
May 11	Jennifer Viale Katie Gogl Sara Carlson Michelle Breen Herb Hawley	Yamada Center Gerlinger Lounge	'A Year Overseas' - Germany Study Abroad Orientation
May 13	Willow Swenson	Yamada Center	'A Year Overseas' - Ecuador

May 14	Herb Hawley Jena Parsons	OSU Corvallis Cal Young School	Discussion with jan Felsing and OSU on direct exchange program with St. Petersburg State University Art of Pacific Islands
May 17	Willow Swenson	Willamette Valley Folk Festival	Attended with American friends the performance by "Sandunga", a Latin American folk band.
May 21	Bruce MacKimmie Dana Durkee Melinda McLelland Dustin Rhoades	Oakridge High School	Classroom presentations on experiences in respective countries.
May 31	Robert Roberts & Cheryl Kickett	Eugene International School	Presentation on Australia
June 12	Willow Swenson	UO EMU Cedar	Ecuador pre-departure social function
Unfilled Requests			
April 15		Jenni Brandon - 346 9977 (through Gaylon Martin)	Request for American students who have returned from Africa
May 10		Eugene International School	Request for American students who have returned from New Zealand

Global Education Project

(Affiliated with the Office of International Services)
1535 E. 15th Street,
University of Oregon,
Eugene, Oregon 97403-5209
(503) 346-1332
Coordinator: Jean Campbell

The Office of International Services at the University of Oregon is pleased to announce an adjunct to the International Cultural Service Program (ICSP) called the Global Education Project. This federally-funded program uses American overseas study returnees to provide "cultural service" to schools and the community. These returnees have gained extensive knowledge of other countries and respect for other cultures' customs and beliefs.

The returnees are invaluable resources to you. They are able to explain how their own interest in other countries developed, how they were able to travel and study abroad, and the kinds of careers they now see open to people with international interests and experience. As part of sharing their cultural experiences, students use resources that include slides, pictures/posters, music, books, clothing, coins, toys, crafts, and maps.

To request the service of students, fill in an ICSP request form, available in Lane County schools and from the Office of International Services. Select one or more potential speakers from the returnee list and send the form to the Office of International Services. The student will make contact with you. We encourage you to welcome these students to your classroom --they are eager to share their experiences. For more information, please contact the Global Education Project office, 346-1332.

American Overseas Study Returnee List

Name	Place of Overseas Study

Jonah Borris **Tokyo, Japan**
Jonah is a senior and his majors are Japanese and Business. He has travelled to Europe, Scandinavia and Southeast Asia. He enjoys origami and is able to relate his experiences of Japanese and other cultures to interested groups.

Michelle Breen **Liege, Belgium and Freiburg, Germany**
Michele is a senior and her major is German. She has travelled in Europe and the United Kingdom and while in Belgium she was a Rotary Youth Exchange student for a year. She is able to relate her experiences as a high school and university student as well as talk about the cultures of both France and Belgium.

Sharna Brockett **Poitiers, France**
Sharna's major is French and she is a senior. She has travelled to Germany in addition to the year she spent in France. She plays the flute and has some French recipes that are bound to delight palates!

Kristine Brown **Breukelen, Netherlands**
Kristine's major is Marketing/Finance. She has travelled to diverse regions such as Russia, Australia, Europe, and the United Kingdom. Her year in the Netherlands enables her to teach a short lesson in Dutch, to storytell, and cook. She is knowledgeable about the politics, economics, and history of the Netherlands.

Jennifer Capellen **Lyon, France**
Jenni is a senior and her major is French. She has travelled to England, Germany, Italy, and Norway in addition to the year she spent in France. She enjoys relating her personal experiences including the differences of American and French cultures. She plays the clarinet and was honored to play baseball on a French national team during her stay.

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Sara Carlson **Tubingen, Germany**
Sara is a senior and her major is German. She has travelled to Finland, Italy, Greece, Austria, Sweden, France, the Netherlands, and Czechoslovakia. She is able to talk about the daily life, school, and cultural differences between the U.S. and Germany. She has a very strong Finnish family background.

Dana Durkee **Tubingen, Germany**
Dana is a senior and her majors are International Studies and German. Spending 18 months in Germany, she also visited France, the Netherlands, Czechoslovakia, Hungary and the United Kingdom. Dana is able to talk about German reunification, the contrasts between (formerly) East and West Germany in lifestyle, politics and culture. She can cook a southern German dish called "spatzle".

Kathryn Gogl **Stuttgart, Germany**
Katie is a senior and her major is German. In addition to spending a year in Germany, she travelled extensively in Europe during her stay. She enjoys storytelling and can talk about the history and culture of Germany as well as what it was like to be in Berlin on October 3, 1990 -- Reunification Day.

Todd Harris **Perth, Australia**
Todd is a senior and his major is Psychology. He spent eight months in Australia and has also travelled to Europe every other year since he was a child. He is able to talk about the culture, people, attitudes and other aspects of Australian life. Todd enjoys storytelling and has slides, pictures, and music to share.

Herb Hawley **St. Petersburg, Russia**
Herb is a senior and his majors are History and Russian. During his stay he visited Estonia and Georgia. He enjoys singing and describing the customs of the region. He is able to talk about the multi-ethnicity of Russia and the Commonwealth states, current economic conditions, and Russian history.

Brian Jones **Jerusalem, Israel**
Brian is an International Studies major and has spent a year in Jerusalem as well as living on a kibbutz for another year. He has travelled to eastern and western Europe, Scandinavia, and the United Kingdom. He enjoys performing songs with guitar. He is also able to discuss the political, religious and social aspects of Israel.

Jackie Larson **Seville, Spain**
Jackie is a junior and her majors are Spanish and Journalism. She enjoys talking about cultural aspects of life in Spain, women's issues, and comparisons with U.S. lifestyle.

Bruce Mackimmie **Linkoping, Sweden**
Bruce is a senior and his majors are Psychology and Sociology. He has travelled through most countries in Europe and the United Kingdom. Bruce is able to read Swedish folktales to younger students and discuss the culture, traditions, values, Swedish politics, and history.

Jena Parson **Lyon, France**
Jena is senior and her majors are Art History and French. She has travelled in eastern and western Europe and worked as an assistant English teacher in Lyon. Jena enjoys ballet, French cooking, and art history.

Willow Swenson **Quito, Ecuador**
Willow is a senior and her major is Romance Languages. Her year experience in Ecuador enables her to talk on such areas as social class differentiation, religion, and ancient Incan society. Willow is fluent in Spanish.

Jennifer Viale **Freiburg, Germany**
Jennifer is a senior and her major is Germanic Languages. Her travels have taken her to many European countries including Spain, France, and the Netherlands. She enjoys storytelling as well as creating and leading group projects related to Germany.

Melanie Williams **Lyon, France**
Melanie is a senior and her majors are French and International Studies. In addition to spending a year in France, Melanie has travelled to Scandinavia, Japan, Europe, and the United Kingdom. She can cook, tell stories, sing traditional French songs and describe cultural differences and attitudes between the countries she has visited.

BEST COPY AVAILABLE

The Insider's Guide to STUTTGART

THE INSIDER'S GUIDE TO STUTTGART

by Katie Gogl, Global Education Project, University of Oregon, 1992

INTRODUCTION

When I studied in Stuttgart (1990-91), I found the first couple of months a little frustrating because it always took me a long time to find things I needed, places I wanted to go, and things I wanted to see. Of course, half of the adventure of moving to a new place is discovering what is has to offer. *The Insider's Guide to Stuttgart* will help you to get started with exploring the city.

Because I lived in Vaihingen, I wasn't very familiar with the extra-curricular university activities that were offered in Stuttgart. Most likely, if you hang out in your dorm kitchen for a while and cook good food, you'll easily meet people who can really give you the inside scoop--the kitchen is the most social area of the dorms. A great way to get conversation going with people would be to ask them about things that I've included in the Guide, and see what their opinions on them are.

The most important thing about the Guide is that it's very basic and it's only one person's opinion. So I'm leaving it up to you to revise it, change it, add to it, and improve it. You may want to share the Guide with other students on the Oregon Program, and see if they want to do the same thing for the cities in which they studied. I would like to extend a big thank you to Marissa Wright who did a lot of the research, foot work, and editing for the Guide. Hopefully, together, we've made your stay in Stuttgart a little more enjoyable.

Viel Spaß!

BASIC NECESSARY INFORMATION

Post office: The main branch is at Bolzstr.3. Vaihingen branch is at Möhringerlandstr.2.

Deutsche Bank: Main branch is Theodor-Heuss-Str.3. Vaihingen branch, Hauptstr.11.

Wittwer: This is THE place to buy books. They have everything from children's literature to course books. Also, you can get the *Universität Stuttgart Vorlesungsverzeichnis* (catalog) here. Wittwer's main branch is downtown, right off of the Schloßplatz. The other stores are in the Bahnhof (Klettpassage) and out in Vaihingen on the Uni.

Transportation: If you live in Vaihingen and you don't have classes out in that neck of the woods, you pretty much have to get a Monatskarte. For students, they cost DM 60 a month (with a student ID). For people who don't absolutely need to use the S-Bahn every day, I would highly suggest getting a Pass-Orange, which allows you to ride during certain times of the day (non-rush hour times), at night, and on weekends. Both the Monatskarte and Pass-Orange allow you on to the buses, U-Bahn, and S-Bahn. The passes can be purchased at the Kiosk at the Uni in Vaihingen, above the S-Bahn station, or downtown, in the

Klettpassage (downstairs at the Bahnhof end of the Konigstr). The S-Bahn stops running at midnight and starts again at 5:00 a.m. On Friday and Saturday, the Nachtbus runs at 1:15 and 2:30 a.m.

BUY A MAP when you get to Stuttgart. It's a big city and is difficult to explore. Get one at the Tourist Info office on Königstr. (Bahnhof) or at any bookstore.

Libraries: In Vaihingen there is a good-sized technical and science oriented library. Downtown on the Uni campus is the liberal arts and social science library. You will also discover that each department has its own private collection of books. If you can't find what you need at the University, you can always check out the Württembergische Landesbibliothek at Konrad-Adenauer-Str.8, near the American Embassy.

Amerikahaus: Friedrichstr. 23a. They also have a library, lectures, and other activities for both Germans and Americans. This is a good place to come and read American newspapers, magazines, and books. It's a nice place to go when you're feeling a little homesick.

Oregon Office: Kll. Of course, you will get to know this office very well. Frau Klein, the program assistant, can answer any question you may have. She is a great person to go to if you have medical problems because she can refer you to the right kind of doctor. This is also a good place to come in and chat and complain about the German bureaucratic and University system!

Auslandsamt: Keplerstr.17, right next to Kl. Information for foreign students is posted here, such as trips, tours, clubs, etc. You also pick up your stipend here at the Kasse.

American Embassy: Urbanstr.7; Tel. 24 25 65 If you lose your passport, this is the first place you need to go. They also have things like tax forms, just in case you didn't take care of that before you left America.

Kartenhäusle: Kleinerschloßplatz. This is a good place to buy concert and theater tickets. They also have information about when special groups are coming to town.

BIG CELEBRATIONS

Exact dates of big events are usually advertised. If you want to know about something coming up ahead of time, go the the Information Center under the Bahnhof. They will certainly have listings of coming events. Don't be left out of the fun!

September - October: The Canstatter Volksfest runs from the last week in September through the first week of October. This Volksfest is the second largest in Germany, Munich's Oktoberfest being in first place. In Bad Canstatt, the crowds are less vicious and there are fewer tourists (especially Americans). The Stuttgarter Hofbräu tent tends to have the most entertaining band and crowd.

November - December: The Stuttgarter Weihnachtsmarkt runs from Advent (4 weeks before Christmas) until Christmas Eve. This is the best place to go for Christmas shopping. It

spreads out from the Königsbau, down into the Marktplatz. Glühwein (hot, spiced, red wine) and gebrannte Mandeln (roasted, sugar-coated almonds) are a must. Of course the crowds are huge but everybody seems to be in good Christmas cheer.

April - May: Stuttgarter Frühlingsfest runs from the last week in April through the first week in May. It's pretty much a repeat of the Canstatter Volksfest, but a little smaller--a fun way to celebrate the beginning of spring.

July-August: Hamburg and Stuttgart make a bit of an Austausch with their big celebrations. The Stuttgarter Weindorf goes to Hamburg for a week and their Fischmarkt comes to Stuttgart. Fresh fish and Jever beer are delicious and not to be missed. It takes place at the Karlsplatz.

August: During the last week of August is the Stuttgarter Weindorf. This is an awkward time for our exchange, unfortunately. Most people get to Tübingen just in time for the orientation, and then leave for America before the end of August. If you happen to be in the area during August, go and check it out. Also, usually starting in July, many of the surrounding cities and towns have their own Weinfests. These tend to be much smaller, but it's a great opportunity to taste some local wines.

University Celebrations: Always check the bulletin boards on the main floors of KI & KII and other areas of the university for parties and activities that are happening in the Uni area and dorms. The festivals that are advertised are usually huge, with either a cool DJ, or live bands, food, alcoholic and non-alcoholic beverages, and a really fun atmosphere. If your dorm area is having one of these parties, volunteer to help out. It's one of the best ways to meet a lot of fun people.

GROCERY SHOPPING

The best place to buy produce any day (except Sunday) is the Markthalle, which is on Dorotheenstr. right down from the Stiftskirche, downtown. Fresh produce here is a bit more expensive than at the open market, but you can also get meat, cheese, bakery items, Greek, Mexican, Chinese, and Italian food items, and there is an assortment of wine stands.

The open market takes place on Tuesdays, Thursdays, and Saturdays in the morning at the Marktplatz. This is THE place to buy flowers, plants, and fresh produce.

Because I lived in Vaihingen, I can't recommend a good place for regular grocery shopping. You can always buy groceries in the basements of the big department stores, but their prices tend to run high. Again, it's up to you to find a good place for grocery shopping in Stuttgart and then include it in next year's *Insider's Guide*.

For getting gourmet foods, go to Feinkost Böhm, on Calwerstr., right between the Deutsche Bank and the S-Bahn station. Food there is expensive, but you can find almost anything you need. Downstairs they also have a fine selection of wines, champagnes, liquors, and imported beer. Another gourmet store is in the basement of Breuninger.

CLOTHES SHOPPING, ETC.

Unless you're absolutely dying to get something, wait until the Sommer- or Winterschlußverkauf is going on. The winter sales are some time in February and the summer sales are in August. The stores always advertise and give exact dates a couple weeks in advance. All of the stores have the same dates for these sales, and they run for two weeks.

The place to buy the best quality clothing is at Breuninger, which is down on the Marktplatz. Unfortunately, the salespeople realize this and are a bit snotty. Breuninger is a great place just to explore, because it's so easy to get lost inside. Also, in little nooks here and there are cafés, where it's nice to sit, drink coffee, and watch people. Downstairs in the main lobby there is a restaurant and Sektbar. This store is a pretty classy place.

Other than Breuninger, the best clothes shopping is in the boutiques along Königstr. Of course, in time you'll find your favorite clothes store. For boutiques with very classy and expensive clothing, check out Calwerstr. and Calwerpassage.

London Fashion: This is where you can buy a lot of leather items, rubber dresses, and Doc Marten's. Docs are much cheaper here than in America because they don't need to be shipped nearly as far. They also have a huge selection of other far out and funky shoes.

If you are into kitchen gadgets, there's a really neat place on Kirchstr. near the Marktplatz. This store has everything that a kitchen needs, plus a neat little café and a little bit more. Of course the prices are a little high, but what isn't in Stuttgart? You might be able to get better deals in department stores, but you certainly won't get the big selection.

Toy stores in Germany are an absolute delight. Spielwaren Kurtz, downtown on the Marktplatz, is the best toy store in town. It's the perfect place to get a gift for a niece, nephew, or younger sibling. They also have great toys for adults, like games, puzzles, and models.

NEAT THINGS TO DO IN STUTTGART

So, you're sick and tired of walking up and down Königstraße and you want to know what's next. I would suggest taking a walk through the Schloßgarten (not at night). It extends all the way from the Neues Schloß to Bad Canstatt, and a bit beyond. At the very end of the park is Wilhelma, one of the oldest zoos in Germany, which is best to see in late spring when the botanical gardens are in full bloom and the animals are out. Entrance is DM 3 for students.

You will probably also want to see typical little German towns. Just get on the S-Bahn and go to places like Bietigheim-Bissingen, Esslingen, or even Bad Canstatt. Go and explore the towns around Stuttgart and make sure you write down your discoveries and include it in next year's *Insider's Guide*.

So you haven't been to the Staatsgalerie yet? It's on Konrad-Adenauer-Str. and entrance is free. Sometimes there are tours, so you should inquire at the information desk. The Daimler-Benz museum is definitely worth a visit as well. It's filled with cars, airplanes, motors, etc., which document the firm's history clear back to the 1800's. For Daimler, take S-1 to

Neckarstadium. The museum is at Mercedesstr. 136. You can reach Porsche with S-6 to Zuffenhausen, and change to Bus 52, 90, or 99 from the Neuwirtshaus to Porsche on Porschestr. 42 (Werk II).

If you're tired of the dreary winter weather, there is no better place to go than the Mineralbad Leuze (U-Bahn 14). They have a heated indoor and outdoor pool and a sauna. Swimming caps are required but you can always buy one at the Kasse. The entrance price pays for the mineral baths, but not for other services like sun lamps, massages, and the sauna. All of these prices are listed at the Kasse.

There's a flea market every Saturday at the Karlsplatz, downtown. Also, in spring and fall there is a huge flea market that spreads across the Karlplatz, Schillerplatz, and Marktplatz. You will have to check local papers or the information center for the exact dates of the spring and fall markets.

If you live in the city, go out to Vaihingen (Universität stop), follow the signs to Allmandring, and take a walk out in the woods. If you make it to the Bärensee, turn left, and you will notice after a while, a little building across the lake, up on the hill. That is the Bärenschlößle, where you can get a small meal and a beer, or even your afternoon Kaffee und Kuchen. At the Bärenschlößle you may notice signs for Schloß Solitude. This is where Elke Liebs, the UofO German department head lived while she worked on her dissertation at U of Stuttgart. The walk out to Solitude and back is about 10km.

FAST FOOD (other than McDonald's)

Udo Snack: Calwerstr.23
A great place to grab a hamburger and fries, even though it is a little on the greasy side. Far better than McDonald's, and it is a neat place to see posters advertising concerts, movies, and plays.

Döner Kebab: Schulstr.
This is the only place that I know of that serves its Döner Kebab in pita bread. Also, I would say that the meat is pretty trustworthy. Some places you can't be quite sure about what kind of meat they use for the Döner.

Nudelmacher: Schulstr.3
You can either grab a quick snack here on the outside or go through the buffet and eat inside. The pasta is made fresh daily and is very delicious. Inside they always have fresh squeezed juices, vegetarian pasta and meat dishes.

Iden SB-Restaurant: Eberhardstr. 1
I have only eaten here once, but the food was definitely good. Iden is a vegetarian, self-service buffet. So, if you need to get away from the meat scene, this is the place to go.

Mensa: Holzgartenstr.11
Beware to those who eat in the Mensa at Vaihingen. The one downtown has much better food. In fact, the downtown Stuttgart Mensa is one of the best in Baden-Württemberg. You

have to buy a little credit card at the Kasse downstairs, and then put money on it using the machines downstairs. The cafeteria is upstairs. You will always have a choice between vegetarian and meat dishes. The Milch Stüble downstairs is a great place to get a coffee after your meal.

RESTAURANTS

Max und Moritz: Geißstr. 5; Tel. 24 78 18
A great place for a tasty, reasonably priced meal. Max u. Moritz has a comfortable atmosphere and friendly waiters. It's a great escape from the Mensa food or the burden of cooking your own meal.

Hermes: Reinsburgstr. 6; Tel. 62 81 39
Although this Greek restaurant is a bit spendy, it is well worth the money. You can generally have a very filling meal and drinks for DM20. In typical Greek style, as soon as you sit down, a shot of free ouzo is placed in front of you. I would suggest trying Retsina, a hearty Greek wine which is aged in pine casks, giving it an unusual flavor which mixes perfectly with spicy, Greek food.

El Meson: Am Marienplatz 5a; Tel. 60 43 13
If Spanish food is your desire, this is the place to go. El Meson is a cute little restaurant with good, reasonably priced meals. The Wildkartoffeln mit Knoblauchsoße is a must as an appetizer.

El Sombrero "Tex-Mex": Auerbachstr.182; Tel. 46 53 27
Most likely, you will crave Mexican food during your year long stay in Germany. Although this place is expensive, caters mainly to Americans, and has fairly poor service, it is the only Mexican restaurant in Stuttgart. It is near Robinson Barracks, so it's also difficult to get to unless you have friends with cars. The food is decent.

CAFES

Stella: Hauptstätterstr. 57; Tel. 64 25 83
Helloooo Sprockets! This funky café is filled with metal tables and chairs, and gigantic hubcap-like things hanging from the ceiling. A lot of interesting people go there to drink coffee, read, or socialize. Stella is also an awesome place to write letters and watch people. Their coffee is good, too.

Bernd's Lädle: Charlottenplatz 5; Tel. 24 02 28
If you blink, you might miss this place. Bernd's Lädle only fits about seven tables, and 30 customers. It is a definite artsy hang out with a very laid back atmosphere. Regular coffee is self service and they even have big, American sized mugs. Sorry, no free refills.

Logo: Haus der Wirtschaft, Willi-Bleicher-Str. 10; Tel. 22 50 02
This is a typical snobby, intellectual, Sprockets sort of hang out. Being close to the Uni, it's a great place to grab a coffee and look at the people. A lot of business people come here also.

BARS AND KNEIPEN

L'Aleph: Eberhardstr.22
Used to be a brewery but has been converted into a bar that occasionally has live bands. L'Aleph is very popular and tends to fill up fairly early, especially on weekends. They also serve hot and cold meals up until and after midnight.

Litfass: Eberhardstr.37
Another popular bar that gets very full very quickly. They also have live music occasionally. The crowd here tends to be a bit older and more professional, but it still has a good atmosphere. They also serve hot and cold meals. Litfass is open until 5 a.m. for those of you who decide to stay downtown until the first S-Bahn back to Vaihingen.

Tü 8: Tübinger Str. 8; Tel. 29 10 90
A micro-brewery with good, but kind of expensive beer. The atmosphere is very green and even a little yuppy. It is a relaxed, comfortable place with class, and meals are also served.

Old Ascot: Königstr. 5; Tel. 29 53 33
The place in Stuttgart to get dark Hofbräu beer. Sometimes this place is crawling with English speaking people (English, Irish, Scottish, American), but there are also plenty of Germans. It has a nice, English pub sort of atmosphere but fills up quickly on weekends.

Amadeus: Charlottenplatz 17; Tel. 29 26 78
Amadeus used to be an orphanage but has been converted into a bar. It has cool and diverse patrons -- everything from students to yuppies. The variety of customers goes well with the thick stone walls, wood tables, and neon lights. They also have a great beer garden outside in the spring and summer.

Trödler Kneipe: Neckarstr. 216; Tel. 28 42 68
This is a place where artists and musicians used to come to share their talents. The artists don't come around very much anymore, but it's still a cool, small place with neat antique furniture. This is a bar where you can buy a meter of beer. Trödler is a bit out of the way, but well worth a visit.

1. Stuttgarter Lokalbrauerei: Calwer Str. 31; Tel. 2 26 11 04
Another micro-brewery with a bit of an attitude problem. Maybe you'll think differently, but in my opinion, the people here are snobby and cold. The beer isn't even very good. But, as I said before, you need to develop your own opinion.

Stuttgarter Freiheit: Calwer Str. 31; Tel. 22 58 53
Downstairs from the micro-brewery, this seems to have a better atmosphere. The customers are a bit older and more mature, and you have a choice between regular beer and micro brew from upstairs. This is still a bit on the high class and uppity side, but what isn't on Calwer Str.?

Palast der Republik: Bolzstr.
This place is best to visit in the Spring and Summer. A lot of skaters and punks come here, but so do a lot of students. In Spring they have a small beer garden outside. It is the perfect place to grab a drink before you go into the Tier. During the day, have a Latté.

DISCOS

Musicland: Reinsburgstr. 9; Tel. 62 25 29
Not a really fancy place, but the music is good and it's a pretty easy going crowd at Musicland. Here you can dance to the top 40 from the past and present. Cover is DM 5, which buys you one free drink.

Wilde 13: Tübinger Str. 12-16(Eingang Krumme Str.); Tel. 22 31 13
A very small disco that plays a lot of rap and house music (Eurotrash). Now don't get me wrong, Eurotrash is a good thing. This place generally has a very hip and happening crowd. Cover DM 5.

Das Unbekannte Tier: Bolzstr.10
GROOVY -- and my favority place in Stuttgart. If you're ready to go out in all black and dance to cool tunes, rap, and Eurotrash, this is the place. The Tier is built so that even if you're not into dancing, there's a bar type area where you can escape the loud music.
DM 5 cover on weekends.

Das alte Schützenhaus: Burgstallstr. 99; Tel. 6 49 81 57
A bit of a Mantafahrer (ask a native) hang out, but it's still a fun place to dance. The Schützenhaus is really huge and has a great sound system. They play music very similar to Musicland and Universum -- everything from Top 40 to rap to hard rock. They also have concerts occasionally. Neat beer garden in warm weather.

Rockpalast: Rotebühlplatz 4; Tel. 22 44 12
Believe it or not, there is such a thing as a head banger's discotheque. This is an interesting, cave-like place that only plays hard rock and heavy metal. Yes, it is actually possible to dance to this music. So, if you want to mingle with a lot of people in tight clothes and leather, this is the place.

Perkins Park: Stresemannstr. 39; Tel. 25 20 62
Perkins Park has two dance floors, the best DJ in the former BRD, and a classy atmosphere. They do have a dress code, meaning jacket and tie for men, no jeans, and either nice pants, or a skirt or dress for women. Don't bother going with less than DM 50.

VAIHINGEN

You can get to the dorms in Vaihingen by riding S-Bahn 1, 2, or 3, in the direction of Böblingen, Oberaichen, or Vaihingen, respectively. Get off at the Universität stop. Go up to the Universitätszentrum and then follow the signs to Allmandring. Allmandring is the group of buildings straight ahead (from the footbridge) and Pfaffenwaldring is to the right.

UNIVERSITY AREA

Boddschamber: Boddschi is a quaint little student run bar in Allmandring, right near the #12 buildings. For the people who live in Vaihingen, it is a convenient place to get a beer or two for a low price.

Unithekle: Yet another bar in the student dorm area, right off Pfaffenwaldring. Unithekle is run by the Auslandsamt and offers a larger menu than Boddschi. It's even possible to get a small dinner at Unithekle for a reasonable price.

Sherlock: Right next door to Unithekle is the Sherlock Kneipe. This bar is open during the day and is a great place to kick back and have a cup of coffee. It has an English pub sort of atmosphere and also offers edibles. Try the garlic bread!

Universum: Located on the University campus, Universum is THE place to go Wednesday nights. For a small cover you can dance to anything from Rap to Rock'n'Roll. Almost more fun than dancing is watching the people who choose to interpret the music. Universum is one of the best discos in the area, and certainly the most convenient for those who live in Vaihingen.

Ökumenisheszentrum: Every semester dance courses, outdoor sports, and language courses are offered through the Ökumenischeszentrum. It's also a nice place to sit outside, drink coffee, and watch the Techniker hurry past.

Katzenbacherhof:
Ask a German to take you out here sometime. If you can't find anyone to show you the way, go to the Max Planck Institut (everyone knows where this is) and find the trail behind it, going into the woods. Follow the path going straight through for about 2 km. When you have found a small parking lot and a cluster of farm like buildings, you have found Katzenbacherhof -- a nice little self service bar/café, out in the middle of nowhere. It is awesome in the Spring.

IN TOWN

Maulwurf: Möhringer Landstr.
Maulwurf was built in an old house and furnished with tables and chairs, each being totally unique, and resembling a garage sale purchase. Rumor has it that Maulwurf is run by and caters to communists, but German-speaking Americans are also very welcome.

Wirtshaus Troll: Gartenstr.
The only place I know of where one can get a 5 liter "Stein" full of beer. It is also an excellent place to get typical German food for a good price. Wirtshaus Troll also posseses the German "Gemütlichkeit" which is vital for a good Kneipe.

Holzkrug: Hauptstr.
A cute little restaurant where you can get a reasonably priced, very typical, meaty, German meal. The service certainly isn't excellent, the air is bad, the food is a little on the greasy side,

but somehow it gives you a good, "echt deutsch" feeling. It is almost always crowded so you may have to share a table with strangers, which is a very normal German practice.

Harmonia: Österfeldstr.3
This is the best and the cheapest pizza place that we found in the Stuttgart area. Sometimes you have to wait for a table but it is well worth it. It is closed on Wednesdays.

Corso: Hauptstr.6
Unfortunately,Germany has developed an extremely successful dubbing industry. Fortunately, Vaihingen has the little Corso movie theater, which still believes that movies should stay in their original languages. Many times they also show features that you can't see anywhere else in town. Every two months they publish a free schedule and description of the movies which you can pick up at the theater.

Freibad: Rosentalstr.15
The outdoor swimming pool is open from May-September. You'll need to check exact dates. If you truly enjoy swimming, sunbathing, and your schedule isn't too full, I would suggest buying a season pass. The Freibad has a huge pool, extensive lawns, ping pong tables, Fußball tables, and courts with nets -- all for your enjoyment. Don't let the skimpy bathing suits or lack thereof shock you. You have been forewarned.

Squash Insel: Heßbrühlstr.34
Squash is an extremely popular game in Germany. It is similar to racquetball, but the rackets and courts differ a bit. After an hour of squash, it is tradition to sit in the sauna for a while. Again be forewarned: first of all, the men's shower is actually co-ed. Secondly, the sauna is co-ed and nude (just like 95% of the saunas in Germany). Squash rackets can be bought or rented here and balls can be bought.

SHOPPING

Open Market: Downtown Vaihingen in the Marktplatz on Saturday and Wednesday mornings. It became ritual on Saturdays to go down to the market and buy our fresh produce, cheese, milk, and bread. Of course we would start our shopping by getting a Wurst at the little stand on the side of the Metzgerei.

For regular shopping we went to Penny Markt, which is under the Hauptstr. They don't have much of a selection, but they have the best prices in town. If you want more choice, Nanz is across the street and to the left. Unfortunately, their prices are kind of high.

Up the ramp from Penny Markt is a really good Bäckerei Lang where you can get breads, rolls, and some sweets -- all fresh baked daily.

HAVE A GREAT YEAR!

INTL 407: SEMINAR: RE-ENTRY FROM OVERSEAS STUDY

Fall Term 1993

"Sometimes it's just too hard to return all at once."
-Nicholas Fox Weber
Back Home But Out of Place

Instructors: Dr. Jean Campbell and Kathy Poole
Class meetings: Thursdays, 3:30-4:50 p.m., Gerlinger 248
Pass/No Pass Grade Option only
Office hours: By appointment
Jean Campbell: 346-1332 (Global Education Project, 1535 E. 15th, across from Museum of Natural History)
Kathy Poole: 346-3207 (Office of International Education & Exchange, 330 Oregon Hall)
Course readings: Readings available in two packets at Campus Copy. Packet # 1 is available now; Packet #2 should be available during the second or third week of class.

Goals of the course: To give students returning from overseas study the opportunity to:

- share and reflect on the academic, cultural and personal aspects of their overseas experiences;
- gain an understanding of the personal transitions experienced upon entering a new culture overseas, and upon re-entering the home culture after studying abroad;
- develop networks with others who have shared similar overseas experiences;
- explore ways in which the overseas experience can contribute to students' plans and goals for the future.

Course content and structure:

This course will give students returning from overseas study the opportunity to analyze the academic, cultural and personal aspects of their overseas experiences. Students will devise strategies for integrating their experiences and newly-acquired knowledge with their lives at home, and explore opportunities for building on these experiences in their future lives. The class will operate on a seminar format and will require a high level of student participation in group discussions, simulations, and other activities.

Course requirements and assignments:

To pass the class, students must complete the following:
1. Students will attend class regularly, read and be prepared to discuss assigned articles, and participate in class activities. Each student, as part of a small group, will be responsible for leading a discussion of the assigned readings one week of the term.
2. Students will keep a journal of reflections on class discussions, readings and activities (approximately one page for each week of class) to be handed in according to the schedule listed on the following page.
3. Students will conduct an interview with a faculty member or administrator on campus who shares similar cultural, linguistic or research interests in the overseas area where the student has studied. A minimum of one journal page during the term should be devoted to a review and analysis of the interview. **Due November 4.**
4. Students will attend International Coffee Hour one Friday during the term and submit one journal page as a report on their interactions and observations. **Due November 11.**
5. Students will develop and carry out internationally-related group or individual projects during the term, report orally to class on the outcome, and write a three to four page description and report on the project. **Due December 2.**

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SUMMARY OF WEEKLY TOPICS

Session 1 -- September 30: Introduction to the course; discussion of goals, themes, and expectations.

Session 2 -- October 7: Revisiting the overseas experience, reflecting on culture shock
Readings: "Mad Dogs and Englishmen," Craig Storti
"Transition Shock: Putting Culture Shock in Perspective," Janet Bennett
Assignment: Read and respond to questionnaire, "What Have I Gained From My Experience?"

Session 3 -- October 14: Contrasting values at home and abroad
Reading: "American Assumptions and Values," Gary Althen
Assignments due: Journals for weeks 1 & 2; 1 paragraph description of project plan

Session 4 -- October 21: Linking re-entry transitions to transitions abroad
Readings: "The Process of Reentry," Gary Weaver
"Back Home But Out of Place," Nicholas Weber

Session 5 -- October 28: Friendships abroad, friendships at home
Readings: "Friends, Good Friends -- and Such Good Friends," Judith Viorst
"On Friendship," Margaret Mead and Rhoda Metraux
Assignment due: Journals for weeks 3 & 4

Session 6 -- November 4: On becoming international
Readings: "Developing an International Perspective," Kauffmann, et al.
Assignment due: Journal: review of interview

Session 7 -- November 11: Personal development and your identity: How has the international experience affected you?
Reading: "The Mediating Man and Cultural Diversity," Stephen Bochner
Assignment due: Journal: report on International Coffee Hour visit

Session 8 -- November 18: Applying your international knowledge and awareness: careers in the international arena
Readings: Intercultural Career Planning, Summer Institute for Intercultural Communication
Transitions Abroad: The Guide to Learning, Living, and Working Overseas, selected articles
Assignments due: Journal page summarizing reflections on weeks 5, 6 and 7; in-class project presentations

Happy Thanksgiving -- November 25: No class

Session 9 -- December 2: Class meets from 3:30 to 6:00 p.m. today
(Class meets one extra hour today in lieu of meeting during finals week)
Project presentations and final wrap-up
No readings
Assignments due: Journal for week 8; in-class project presentations; written project report due

Finals Week --December 6-10: No class

EDPM 407/507: Seminar: Cross-Cultural Issues, 1 credit, P/NP
Winter term 1994
Instructors: Peter Briggs, Jean Campbell
Mondays, 3:00-4:50
152 Education

Goals

1. To provide a structure for increasing interaction between international and U.S. students with international interests or experience.
2. To increase the value of overseas study for both international students in the U.S. and U.S. students returned from overseas study programs by enabling them to be more reflective and to integrate the experience into their educational programs.
3. To improve the effectiveness of the International Cultural Service Program participants in their presentations in school and community settings.

Objectives

1. Students will be able to describe their own communication style and analyze it from a cultural perspective.
2. Students will improve their effectiveness and comfort in communicating with people from other cultural groups.
3. Students will increase their awareness of research/theories on cross-cultural communication.
4. Students will be able to explain the impact of ethnocentrism and stereotypes on cross-cultural communication.
5. Students will be able to apply theories/research on cross-cultural issues to their own overseas or multicultural experience.

Course Content and Structure

Course content and activities are intended to increase student knowledge as well as to improve their skills in cross-cultural communication. Topics to be covered include: language and culture, nonverbal communication, culture contact, stereotypes and ethnocentrism, cross-cultural adjustment, and communication effectiveness. Class sessions will include a variety of teaching methods: group discussions, lectures, films, small group interaction, and simulations.

Requirements

1. Students will attend regularly, participate in class activities, and contribute to discussions. (25%)
2. Students will keep a journal (one page to be submitted as listed on syllabus) of their reactions to the course, response to the reading material, and analysis of intercultural communication events in which they have participated. (25%)
3. Students will give an oral report and write a description and analysis of a cross-cultural "critical incident" explaining how theory assists in understanding what occurred. (50%)

Evaluation

Students will be asked to analyze cross-cultural communication events ("critical incidents") and to explain the miscommunication that occurred. Their journals will be evaluated by instructors to determine their increasing self and cultural awareness. Their understanding of theories related to cross-cultural communication will be determined through class participation and ability to relate the reading to their own experience. Through standard evaluation forms and discussion, students will assist instructors in critiquing the effectiveness of assignments and class activities in increasing cultural awareness and facilitating communication among class members.

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CLASS SCHEDULE, ASSIGNMENTS, AND TOPIC OUTLINE

January 10

WELCOME AND INTRODUCTION
Introductions
Overview of course, syllabus, and assignments
Components of intercultural communication

January 17

NO CLASS
Martin Luther King's birthday (observed)

January 24

CULTURAL CONTACT
Read: USA and one other Culturgram
Due: One journal page

January 31

INTERCULTURAL ADJUSTMENT
Read: Bennett, "A Developmental Approach to Training for Intercultural Sensitivity"
Due: One page journal

February 7

INTERNATIONAL STUDENT EXPERIENCE
Read: Schild, "The Foreign Student as Stranger: Learning the Norms of the Host Culture."
Fasheh, "Foreign Students in the United States: An Enriching Experience or a Wasteful One?"

February 14

CULTURAL DIFFERENCES, VALUES
Read: Lustig, "Value Differences in Intercultural Communication"
Due: One journal page

February 21

BARNGA simulation
Due: One journal page

February 28

INTERCULTURAL COMPETENCE AND SKILL-BUILDING
Read: Fisher, "Coping with the Mindset Dimension"
Due: One journal page
Oral reports on critical incident

March 7

INTERCULTURAL COMPETENCE AND SKILL-BUILDING
Due: Written critical incident (2-3 pages)
Oral reports on critical incident

March 14

NO CLASS

INTL 407: SEMINAR: PRE-DEPARTURE FOR OVERSEAS STUDY

Spring 1994

> I do not want my house to be walled in on all sides and my windows stuffed. I want the culture of all lands to be blown about my house as freely as possible.
>
> -Gandhi

Instructors: Dr. Jean Campbell and Jan Felsing
Class meetings: Thursdays, 3:30-4:50 p.m., Gerlinger 301
Office locations and phone numbers: Jean Campbell: Global Education Project, 1535 E. 15th (next to the Museum of Natural History), 346-1332.
Jan Felsing: Office of International Education and Exchange, 330 Oregon Hall, 346-1204.
Office Hours: By appointment

Goals of the course:
- To prepare students to successfully live and study overseas
- To explore the concept of culture and to improve students' understanding of its influence on interpersonal interactions in the context of study abroad
- To improve students' skills in observation and information gathering in an intercultural environment

Objectives of the course:
- Students will be able to discuss the term "culture" and describe their own cultural values and assumptions.
- Students will develop an understanding of the cycle of cultural adjustment.
- Students will improve their cross-cultural interviewing techniques and will apply their skills in conducting an interview with a student from the country in which they will be studying.
- Students will develop skills in journal writing and practice them throughout the course.
- Students will plan a project to be conducted during their study period overseas which will assist them in interpreting their experience to others when they return home.

Course content and structure:
The course will offer students the opportunity to explore the many facets of communicating across cultures, and to devise strategies to improve their abilities in cross-cultural communication and information gathering. In the course we will discuss the meaning of culture; examine our own cultural values and assumptions; simulate the experience of interacting with people of different cultures; address the many challenges of communicating with people of different cultures; and explore and practice effective methods of communicating, interviewing, journal writing, and information gathering in an intercultural setting. The class will run as a seminar and will require a high degree of student participation in group discussions, simulations, and other activities.

Requirements, assignments, and grading:
1. Students will attend class regularly, read assigned articles, and be prepared to discuss and participate in class activities. (20%)
2. Students will keep a journal of reactions to class discussions, readings and activities to be handed in according to weekly schedules. (20%)
3. Students will conduct an interview with someone from the country or culture in which they will be studying and hand in a one page report and analysis of the interview. Due May 19. (30%)
4. Students will identify a topic to research while overseas and develop a 4-5 page proposal/plan for the research project (i.e., who students will contact for relevant information overseas, how students will go about contacting these people or resources, what information will be brought home, etc.). The proposal will be discussed in detail in class and will be due June 2. (30%)

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WEEKLY TOPICS and SCHEDULE

Session 1 -- March 31: Introduction to the course; discussion of goals, themes, and expectations for overseas study.

Session 2 -- April 7: Examining our own cultural values and assumptions
Readings: "American Values and Assumptions," Gary Althen
"The Body Ritual Among the Nacirema," Horace Miner

Session 3 -- April 14
Topic: When Cultures Meet
Readings: "Culture and Language," The Experiment in International Living
"Value Differences in Intercultural Communication," Myron Lustig
Assignment: One journal page -- reflections on first two class meetings and readings.

Session 4 -- April 21: Nonverbal Communication
Readings: "An Introduction to Intercultural Differences and Similarities in Nonverbal Communication," Suzanne Irujo
Assignment: Identify a project topic with a brief description of your planned activities. Begin looking for information which will help you develop your project.

Session 5 -- April 28: The Cultural Adjustment Cycle
Readings: "How to Cope with Culture Shock," Arthur Gordon
Survival Kit, "Culture shock: Occupational Hazard of Living Overseas," pp. 63-73
Assignment: One journal page.

Session 6 - May 5: Learning about Other Cultures -- The Interview
Readings: Survival Kit, L. Robert Kohls, pp. 1-33
Assignment: Identify person who will be interviewed

Session 7 -- May 12: Country-Specific day
Country-specific readings: To be announced
Reading: Survival Kit, L. Robert Kohls, pp. 35-62
Assignment: 1. One journal page.
2. Conduct interviews

Session 8 -- May 19: Learning about other cultures -- Listening and observation skills; journal writing
Reading: Survival Kit, L. Robert Kohls, pp. 75-82
Assignment: One page review and analysis of your interview.

Session 9 -- May 26: Oral presentation of projects
No readings
Assignment: 1. One journal page
2. Work on project proposal.

Session 10 -- June 2: Oral presentation of projects; wrap-up discussion
No readings
Assignment: 4-5 page project proposal

Finals Week -- NO CLASS

CI 407/507 Seminar: Global Education
Summer 1991

Dr. Jean Campbell
Office Hours: Before and after class, by appointment

Course Content and Structure

This course will consider global education at all levels, kindergarten through college. It is intended that students will become more aware of the field of global education and grow in international awareness themselves. Course content and activities should increase students' knowledge of global education theory, teaching strategies, and curriculum materials/resources available for classroom use. Topics include: global education objectives, affective development, strategies for reducing ethnocentrism and prejudicial thinking, the relationship of global education to multicultural education, integrating a global perspective throughout the curriculum, evaluation of global education classroom activities.

Readings

(1) Boulding, Elise (1988). Building a Global Civic Culture: Education for an Interdependent World. Syracuse, NY: Syracuse University Press.
(2) Reading packet (available at Kinko's) and handouts.

Requirements

(1) Attend regularly, do assigned reading, and participate in discussions and learning activities (10%)
(2) Write a 3-4 page book review on Building a Global Civic Culture. Provide an overview and discuss strengths and weaknesses, appropriate audience, relevance for education, and personal reaction to book. Due July 8. (25%).
(3) Write a 3-4 page paper on a country chosen for individual study, reviewing media and other sources of information about that country. Include the following: (a) Analyze the frequency (or absence), source, and type of coverage on that country; (b) Describe the challenges in teaching about that country; (c) Select one of the National Geographic Society's five themes (e.g., location) as an appropriate conceptual organizer for teaching about the country. Due July 12. (25%).
(4) Term Project: (a) Write a 10-12 page term paper on a topic relevant to the course (e.g., "International High Schools: Goals and Practice"; "Using Simulations to Increase Student Understanding of International Concepts"); or (b) Create a two-week interdisciplinary teaching unit on a global issue, country or region, demonstrating application of guidelines for international education discussed in the course. Indicate the grade level, goals, concepts and skills to be developed, class activities, materials and resources to be used, and evaluation methods. Due August 6 (40%).

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Reading Assignments

July 2	Boulding, Chapters 1,2,3
July 3	Boulding, Chapters 4,5,6
July 4	Holiday
July 5	Boulding 7,8, Epilogue
July 8	Paper due.
July 9	Werner, "Contradictions in Global Education" DeKock, "Quality Global/International Education: What Political Stance?" Lamy, "Global Education: A Conflict of Images"
July 10	Tye and Kniep, "Global Education Around the World" CIEE, Educating for Global Competence
July 11	Articles of choice
July 12	Paper due.

GLOBAL EDUCATION PROJECT PARTICIPANT QUESTIONAIRE, 1994

Results

Student responses in bold print.

1. Type of project participation:

intern	work-study	volunteer
4	**7**	**4**

2. How many months elapsed between the return from your overseas experience and your involvement with the GEP?

0-1 months	2-3 months	4-6 months	7 months or longer
1	**7**	**1**	**4**

3. How long have you been involved with the GEP?

1 quarter	2 quarters	3 quarters	more than one year
3	**3**	**5**	**2**

4. Before becoming involved with the GEP, how often did you interact with UO international students?

rarely 1 2 3 4 5 frequently
5 2 4 1 **Mean=2.5**

5. Since becoming involved with the GEP, how often have you interacted with UO international students?

rarely 1 2 3 4 5 frequently
3 3 7 **Mean=4.3**

6. Before becoming involved with the GEP, how often had you been sharing your international experience publicly? (e.g., slide shows, language tutoring)

rarely 1 2 3 4 5 frequently
8 3 1 1 **Mean=1.6**

7. Since becoming involved with the GEP, how often have you been sharing your international experience publicly?

rarely 1 2 3 4 5 frequently
1 3 3 6 **Mean=4.2**

In what ways?

*** Presentations, peer advising, tutoring.**
*** I did a presentation at the Yamada Center about my travels and invited people to come to my home for slide shows.**
*** With other students who are interested in studying abroad, at international studies fairs.**
*** My experiences were presented to groups outside my church congregation where I already had contacts.**
*** In doing presentations you become more familiar with how to share your experiences in bite-sized pieces. As people come to know you better, they call upon you to talk about your experiences, knowing that you won't ramble on and on.**
*** Presentations, involvement with Latin American Student Organization, in my classes.**
*** Two slide show/discussions--one for the Re-entry class, one as a Yamada Center presentation. I have shared my international experience in workshops sponsored by peer assistants, and have hopes of completing a thesis project based on my international experiences.**

*** I have shared my international experiences with co-workers, friends, and in a public session one time.**
*** Tutoring for different programs, getting a job with ESL for the summer.**
*** Six to seven hours a week tutoring at HEP, occasional international booths and presentations about Mexico.**
*** Slide shows, videos, talks, etc.**
*** Presentations and inquiries from both formal and informal interactions.**
*** Presentations, tutoring, counseling, and study abroad programs.**

8. To what extent have GEP activities aided in the retention of your foreign language skills?

minimally 1	2	3	4	5 extensively	not applicable	
4	**2**	**1**	**2**		**4**	**Mean=2.1**

	Strongly Agree				Strongly Disagree	
9. The feedback I get on my project performance is sufficient.	1	2	3	4	5	
	3	**6**	**2**	**2**		**Mean=2.2**
10. The feedback I get on my project performance is helpful.	1	2	3	4	5	
	3	**5**	**3**	**2**		**Mean=2.3**
11. Being in the project negatively affects my academic performance.	1	2	3	4	5	
			1	**1**	**11**	**Mean=4.8**
12. The project adds stress and anxiety to my life as a UO student.	1	2	3	4	5	
			2	**4**	**7**	**Mean=4.4**
13. I have benefited from interaction with other project participants.	1	2	3	4	5	
In what ways?	**8**	**3**				**Mean=1.3**

*** Maintaining sanity without boring my friends to death.**
*** Made good friends, learned about other countries, expanded my perceptions.**
*** We're all in a way "outsiders" to our own country and it helps connect us together to something.**
*** I have learned on a limited scale about other cultures, and how to use the Macintosh computer.**
*** Regrettably, I have not been involved in GEP except for a few activities. The Ecotonos simulation game was a great chance for me to meet with people and just chat.**
*** Learned about many other countries, how to travel successfully, how others feel about culture, travel, stereotypes.**
*** Learning how their experience has affected them and how they want to incorporate it into their life.**
*** I met more international students one-on-one in the GEP office and could begin conversations with them as part of PR.**
*** Learning about other cultures, peoples and places which I know I will benefit from in the future.**
*** I have learned better ways to gain interest in going abroad for other students.**
*** Met others with simular experiences, people who have a new perspective of the U.S.**

	Strongly Agree 1 2 3 4 5 Strongly Disagree	
14. I have enjoyed the ways in which I have participated in the project.	**10 2 1**	**Mean=1.5**
15. The project is what I expected it to be.	**3 5 5**	**Mean=2.2**
16. I have learned more about other countries and international issues through project involvement.	**8 5**	**Mean=1.4**
17. I have learned new skills because of the project.	**6 5 1**	**Mean=1.6**

For example:

*** Speaking skills, presentation.**
*** I have become more confident when interacting with other people.**
*** Learning how to be more spontaneous and able to evolve my knowledge to be as resourceful to a wider variety of groups.**
*** I am very comfortable talking in front of groups and reaching out to international students.**
*** Public speaking, organization, and knowledge of the international education field.**
*** Computer skills, how to operate an office more efficiently.**
*** Slide presentation; bilingual tutoring.**
*** Video editing, office management, teaching.**
*** Interacting with a crowd during a presentation so it isn't boring.**

	Strongly Agree 1 2 3 4 5 Strongly Disagree	
18. I received adequate training and assistance to prepare me to participate in the project.	**4 3 4 1**	**Mean=2.2**
19. I am satisfied with how the project is managed.	**6 4 1 2**	**Mean=1.9**

(Interns and volunteers, please skip to #21.)

20. I would not have been able to participate in the GEP if work-study positions had not been available.	1 2 3 4 5 **3 3 1 1**	**Mean=2.6**

21. What aspect(s) of project participation have you enjoyed most?

*** Sharing with others what I have learned.**
*** I have enjoyed interacting with foreign students and other returnees from abroad; sharing experiences has been insightful.**
*** The international study abroad fairs, meeting and working with other students who have studied abroad or are from foreign countries. I really enjoyed working with Melinda and Jean. They were both very helpful.**
*** Meeting new people--international and American students, having a means to present my experiences on a larger scale and in a larger area of groups and ages, growing in my ability to learn from my presentations as much as I have.**
*** The emphasis on helping students learn to respect other cultures and peoples is extremely positive, and I see it as one of the crucial steps we as a society can take**

toward global understanding and respect. I enjoyed working with other students and ICSP participants. I really enjoyed Dr. Campbell who served as an excellent mentor--she is an inspiration to all of us.
*** Meeting others that travelled, meeting teachers in Oregon.**
*** I enjoyed meeting with ICSP members to discuss the possibility of communicating via E-Mail. I was challenged and encouraged by the chance to do a Yamada Language Center presentation. Through taking the Re-entry class (fall 93) with Jean Campbell and Kathy Poole, interning at OIEE as an International Peer Assistant, and being involved in GEP, I feel my world outlook and perspective on international students have changed as much as when I studied abroad.**
*** The friendly environment that is maintained by Dr. Campbell, John Mihelcich, and Melinda McClelland in the office. The constant flow of information about international issues/areas.**
*** Global Ed really helps one connect with foreigners whether they be from the U.S. or different countries around the world. I went through such severe culture shock when I got home that I would have flipped out had I not been able to meet and talk with other people who were feeling the same way.**
*** Tutoring-- interaction with HEP students, meeting international students and other returnees who have had similar experiences.**
*** Working within the school system talking about my country, one-on-one contact with foreign students.**
*** Interacting with other students from abroad and those who have returned.**
*** Working together with ICSP.**

22. What recommendations would you make for project procedures and/or activities?

*** Could use a little more help in finding projects to do.**
*** Work on office communication.**
*** It would be nice if we kept a pass-down-log that everyone would read as soon as they came to work. Any relevant information could be written in there, and students could share what they've been doing or how to improve presentations.**
*** I didn't participate as much as I wanted to, due to being committed to other things. I wonder if GEP was well known to the student coordinators at ESCAPE, to the advisors at the Career Planning and Placement Center, to Int'l Studies majors and to incoming students. I comment on publicity because in my experience, only returning study-abroad and ICSP students, and OIEE-related people have talked about GEP.**
*** A bit more structure...I never know what needs to be done other than answer phones and run errands.**
*** More ideas/involvement in projects; I know that I did far less than I am capable of both because of my own fault, but also not having much of an idea of other things.**
*** Would like to come up with some way to encourage more people to make use of American students involved in the project.**
*** Go public--I didn't know this existed before I left. Improving activities such that we at the UO are aware of it-- maybe through International Week. Perhaps allowing GEP and/or ICSP do presentations or displays in EMU during International Week or have a spot-- maybe an hour a week, on the campus station dedicated and sponsored by GEP-- sounds from around the world. Letting people know we're here and available and what we're all about.**

23. Were there factors that kept you from participating more in the project? If yes, please describe.

*** Lack of communication.**
*** Time contraints, mostly.**
*** My school load. This was my senior year, which made getting really involved difficult due to taking 18 credits a quarter and deciding to double-major.**
*** None that I can think of.**
*** Yes--time contraints!**
*** Time, time, time, and money (if I didn't have to work my other job I would live at GEP).**
*** Yes! I didn't make time to be involved. I really wish I'd known about GEP my sophomore year, when I wasn't as involved in other things. I learned about GEP from Kathy Poole, Study Abroad Advisor, before I left for my study abroad, and I looked forward to participating in it while I was away--and then I got back, and was too busy to participate!**
*** Outside time restraints such as work, school, and sports teams. If I was paid I would have worked more.**
*** Lack of free time--otherwise I'd be involved in as much of these activities as possible.**
*** Yes, I think that a lot of time is wasted with office coverage when research or activities could be taking place outside of the classroom.**
*** Time, I didn't have enough.**
*** Time--I found out a couple of months after I got back and by the time I could volunteer (or work study) it was three months and only one term (3 months) left.**

24. Other comments:

*** I really enjoyed working with the project and think it is a valuable experience.**
*** I really enjoyed working with Global Ed. I only wish I hadn't been so busy!**
*** GEP saved me from dying of reverse culture shock and made the last year in college very valuable. I learned more here than in any class.**
*** I really appreciated being able to talk over my thesis project with Jean Campbell, who gave me inspiration, ideas, empathy, and 5 books on loan! (which I am grateful for, and will return momentarily)**
*** Try to get more males involved in the Global Education Project. Try to get students of color involved in the project.**
*** I think it's really sad that GEP will no longer exist...it has allowed me to involve myself in wonderful projects and things that would normally be impossible for volunteers. Next year, I fear that my involvement will be curtailed since I will have to find work somewhere else, thus not being able to do the worthwhile things that improve the world.**
*** Great, excellent progress.**
*** I think GEP is great. I've had a wonderful time. This has been a beneficial venue to talk/share my experiences with others.**

APPENDIX H: ICSP Questionnaire Results, 1993

INTERNATIONAL CULTURAL SERVICE PROGRAM

Participant Questionnaire- 1993 (Results compiled by Aype Aksay + Jan Campbell)

* There were 31 participants in the questionnaire.
* Among the participants the average years of participation in the ICSP is 2 years.

	1 strongly agree	2 agree	3 neutral	4 disagree	5 srtongly disagree	Mean (Average)
1. I am satisfied with the ways in which I have been asked to complete my ICSP hours.	20	9	1	0	0	1.4
2. I have enjoyed the presentations and visits I have made through ICSP.	19	12	0	0	0	1.4

Preferred type of audience:	No.of people:
Elementary School:	9
Middle School:	12
High School:	8
University:	1
Civic Organization:	2
Nursing Homes:	3
Adults:	6

3. The program is what I expected it to be.	14	14	2	0	0	1.6
4. Being in the program negatively affects my academic performance.	3	1	3	9	15	4.0
5. The program adds stress and anxiety to my life as a UO student.	0	6	8	2	15	3.8
6. If I did not have this award, I would not be able to continue my studies at the UO.	24	2	3	0	1	1.4
7. The training class adequately prepared me to get started on the program.	18	12	1	0	0	1.5
8. I feel my talents and abilities have been used well in performing the ICSP service.	14	16	1	0	0	1.6
9. I have learned new skills because of the program. For example:	19	12	0	0	0	1.4

* Speaking in front of a crowd with confidence.
* Speaking to people without being nervous.
* How to communicate better with American people and people from all different cultures.
* To make the unfamiliar and strange somewhat understandable to the local community.

* How to communicate with people in different groups of ages, young children to older people.

* Interacting with elementary school kids.

* Public speaking.

* Speaking skills, practice English.

* I have learned how to approach different age groups without feeling uncomfortable.

* Leading discussion (have students talk and be involved). Make the presentation more inspiration.

* Being able to interact with different people at different age levels.

* Communication skills. Listening and sharing with other people.

* Communicating with people, meeting new people.

* Communicating with a wide variety of new audiences.

* I have got to know so much more about my dual background. I have learned to be on time, to be tolerant, open minded. This has been a life-time experience for me. Thank you!

* Controlling my emotions when talking about certain topics such as racism.

* Be more responsible and organized, to communicate always.

* Public speaking, time organization.

* Deal with large groups and unexpected questions.

* Sharing my culture with American kids by putting myself into their level.

* Communicating to all types of different people.

* Speaking in public, performing and also developed patience with time.

* Communication, socialization with American people, and learn about what topic should be talked about when we interact with American people.

* How to organize presentation material.

* Both in knowledge and technique. I have learned a lot about American people and their culture and using certain equipment like projectors and

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I have also improved my communication skills.

* Talking to different types of audience.

* Talking in front of many people, organizing material and time, etc.

* Communicating effectively with different age groups.
  Tips and methods of enhancing interaction.

* Public speech and learning to listen.

* To communicate with groups of different ages.
  To understand Americans and their education system better.

* Public speaking.
  Self-confidence.

	① strongly agree	② agree	③ neutral	④ disagree	⑤ srtongly disagree	Mean (Average)
10. The feedback I get on my program performance is sufficient.	7	17	7	0	0	2.0
11. The feedback I get on my program performance is helpful.	13	11	6	0	0	1.8
[12. numbering error]						
13. I have had increased contact with Americans through the Global Education Project.	7	10	7	5	1	2.4

14. What do you think Americans learn because of ICSP?

* They learn that there are people living in other parts of the world- not only wild life. They learn differences and similarities of other cultures. They get a general overview of a country. ICSP helps them clarify stereotypes.

* They can learn about the existence of people who are different in many ways but are humans like them in many other ways.

* The world is much bigger than, and often very different from the U.S., though we face the same human conditions.

* What the people in the other culture think and do ; and how they live their lives.
  What are the differences between American culture and others.

* About other countries (geographic location), other cultures.

* They learn that people from all over the world are very much alike. They would begin to be interested in a particular country that we talk about.

* They have the opportunity to see and talk to people from other countries and this helps them to understand other cultures (and to get rid of stereotypes)

* That Africa is not one country.
  My life style and others discharged abnormal perspectives about how we live.

* Different ways of thinking, perceiving the world, and living.
  Eliminate stereotypes about other cultures.
  Respect for other cultures and people.

* That there are other people outside the U.S.A. with different lifestyle and culture in general. Even within diversity, unity and understanding is still possible.

* Learn about other cultures and the world outside the U.S.
  Wipe away some stereotypes.

* They learn new cultures, they meet new people, establish new contacts.
  I think it is very important for Americans to start thinking more internationally.

* I believe that anyone who can be in contact with ICSP learns so much more about themselves and the world around them.

* They learn a lot which is in the area of their interests, and which they could have almost never known of had not they heard the presentations.

* I think many learn that the world around them is not exactly how the media chose to present it to them. Also, some appreciate certain differences they thought were weird before having contact with the program.

* First hand experience with someone from a different culture, but is sensitive and human as Americans are. Differences and similarities are better understood and students in schools are given a sense of community between international customs and their owns.

* They learn to expand their global knowledge to unknown and exciting limits because they obtain "real life" knowledge about other cultures (like family values, traditions, food, social issues in the present time, etc.) from foreigners that actually talk about their personal experiences.

* The true taste of cultural differences without stereotypes.

* They can learn more broad perspectives of other worlds through ICSP. They may forget that easily but it is our task how we can make our presentation more effective way.

* They learn the real experiences and lives of our people (foreigners).

* To appreciate people from other parts of the world; to accept differences. This applies to me too. I have benefited a lot; no doubt about this.

* They learn about culture from our presentation and at the same time they learn how to deal with students (participants) who are not American. They learn how to communicate accurately with non-American people (for example; learn to speak slowly and articulate every word, avoid using slangs).

* Through ICSP Americans learn a deeper knowledge about other countries and know their position in the world and their own images in the eyes of other people. The culture and customs can be very helpful for them in their travel abroad.

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* They learn about diversity and complexity of the world.

* They learn different cultures and that is entertaining for them. Also it broadens their view of this divergent world. It promotes international understanding and unity.

* A close-up experience of other people, culture and countries. It also, I think, broadens their perspective to what they already know. Also by learning other cultures it develops a sense of comprehension, appreciation and tolerance of other people and of each other.

* They become aware of different cultures that surround them, not only in the world but also in their own country.

* They become aware how diverse the UO campus is. The ICSP decreases the stereotypes about cultures.

* They learn that there are both similarities and differences between countries.

15. Are you satisfied with how the program is managed? Suggestions/recommendatin.

yes 1 2 3 4 5 no — Mean (Average)
18 9 1 1 0 — 1.5

* To give monthly updates of the hours covered by each one of us.

* The stuff plays a very important role in our presentation, especially for elementary school children. I hope you could try to get some money for the stuff such as slides, instruments with one of the specific country so that we can make our presentations more vivid and colorful.

* It has been well planned and organized. I experienced some problems when the coordinator was replaced. However, I really like the way you give the ICSP participants freedom and we can run to Peter or Margo anytime we have problems. I like the way Peter and Margo listen to every talk, complaints, (or sometimes whining) of the students.

* Well, I appreciate the freedom given to ICSP students because this shows how much trust is given to us. However, some of us have abused this and I apologize for this. The program might want to introduce ways and means of avoiding to have such things from happening.

* So far yes, but I do not mind if more improvement is done, for there is a room for improvement in any activity/program.

* Hopefully, we can manage to publish ICSP brochures as soon as possible next time.

* But not really this year; whoever is taking the GTF position for next year needs to be trained.

international students to the Americans, my only suggestion would be to advertise this program as much as possible because is a very positive learning experience.

* I hope that when we receive negative evaluation from teachers (and sometimes polite but neutral) , it is good that may be once a year to seat with the coordinator and go through them. Sometimes I think it will be good if Ingrid had talked to the evaluators before meeting with the students.

* Direct contacts (not reliance on the mail folders) phone calls and messages.

* It would be nice to have regular meetings scheduled with the directors of the ICSP, regardless of the quality or the quantity of the service. We really need to have more communication. I loved Tom s idea and fully support. I hope ICSP participants to know each other and learn from each others experiences.

* But it would be better to increase interaction between the participants from top down.

* The coordinator should play a more important role between teachers and students. Communicate more with teachers about their expectations for the presentation content, for the program, more publicity. Actively provide ideas to teachers or other groups, contact teachers who have not used the program but might be interested and monitor students performance.

* I was not very pleased the last six months, as I encountered some communication barrier. The person in charge of arranging presentations should at least keep count on who they talk to and make a note of it.

* Ingrid is great, I have enjoyed talking to her about scheduling, etc.

* Put the evaluation sheets directly into student files instead of having them ask for it. These can help students see their weaknesses quickly and try to correct them.

* Coordinator of the program, a person working between students and requesting people and program officers should have experience as a ICSP member before.

* I would like to have feedback about my performance either through the mail or in the blue folder.

* I think there could be more informal get-togethers with ICSP where it is possible to meet each other. I felt I missed the other participants - especially during spring.

16. Please evaluate the working relationship between ICSP members and teachers. (For example: scheduling , teacher expectations for the presentation, role of teachers during the presentation, feedback.)

* Most teachers are very cooperative and helpful.

* I think most teachers are open and helpful to us. I never had any bad experiences when planning my presentations with the teachers.

* Overall very satisfied. We like children to give more thought to what they want to know/ask.

* Overall it was fine. Only some cases, in my own experience, that I felt like the teachers did not give warm hospitality to the ICSP student to visit their class, especially those who made request

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without specific name of ICSP student.

* Overall good.

* Teachers expectations are usually unrealistic.

* It would be a good idea to know what teachers expect from us before we go to their classes. This should be something that ICSP members and teachers should work out.

* Most of the teachers have done a great job. No complaints.

* In general, I have very good experiences with the teachers.
They have been very encouraging and supportive.
They have given me some concrete feedbacks.
I have interesting discussions with the teachers about different education systems and learning attitudes.

* Overall the relationship has been fine. Some requests came late and sometimes was hard to arrange the schedule. Also, some evaluations about expectations were contradictory.

* Good.

* It was good, but sometimes teachers were too obnoxious.

* So far, I have had a wonderful, great experience with teachers, students, role of the teachers etc. I was only forgotten once! I liked the feedback.

* Fine (as far as my experience goes).

* In general, teachers are very understanding of our situation as students and usually flexible. Most of the time, they are very helpful in giving you some tips. Only few exceptions do not fit to that category.

* For me the whole ICSP process has been a positive one. I do wish that the teachers would submit more evaluations, so we can reflect on the overall performance of our presentation.

* I felt that I always met the teachers expectations, but I think teachers should learn a lot more about how the program works, and how they need to be as much responsible and organized as we are (or we try to be) in order for the program to work effectively.

* It was good most of the times. A few teachers expect the students to be their servants. They need to understand our priority is to study, not to visit them.

* Some teachers are very hard to contact with and hard to meet their expectations. Speaking Japanese only to 50 3rd grade students led to hard disaster to me. I wanted her to trust my own way.

* Well, it has been great. They are good to work with and they are always flexible with us. Finally, they always give a good feedback to help us improve our presentations.

* Teachers have been helpful but some of them have left me in the room, showed lack of responsibility but in general I give working relationship B+.

* Normally teachers are positive. They tried to help as much as they could. The problem was they were busy people. They sometimes had to run around in the school and left us alone unattended. I think what we can do is trying to get ICSP members to understand and forgive them. We can train the ICSP members the value of being patient. I think the ICSP members expect too much from the teachers and that causes the problem when the teachers fail to satisfy their expectation.

* The teachers I have encountered during my missions are all very enthusiastic and helpful. They attended my presentation and some of them were deeply involved.

* There are different teachers ; those that are helpful and those who are not.

* It is quite a long wait for the teachers to get someone they want. But so far, all the teachers I have contacted have been quite patient and friendly.

* I think most teachers show a lot of interest and enthusiasm. One of the problems is time scheduling and time availability. The time limit usually scheduled is usually not sufficient for one to exhaust the presentation and in some cases might not meet the expectations of teachers. But most teachers are aware of this.

* I think the expectations of teachers are often quite high and their role is often weak.

* Most of the times the working relationships have worked out very well. The only thing that I feel is not always received is enough feedback.

* I am pleased with our program and the relationship between the members and the teachers.
* I've been pleased with my connection to the teachers. They've kept a perfect role in the classroom. The feedback has also been good.

17. What I enjoyed most about my ICSP participation:

* The comments we get from the teachers.

* The contact with the American children. My own realization of my cultural background.

* Seeing some stereotypes breakdown.

* Whenever the audience show interest in the presentation and participate and develop an interactive attitude. But beyond these I enjoy the fact that ICSP participation is helping me learn about my own culture from a different perspective.

* I like to see my audience delighted in learning my culture. During the presentations their questions often remind me of some culture aspects about my country that I did not notice before.

* Possibility to meet Americans and share my knowledge of my country and culture. Seeing results of your work when you receive letters from people you have met.

* I have great opportunities to know the Americans and the society & the relationship among people through the program. I will give more presentations if I have time.

* I enjoyed my pride of belonging to a special group that give services to the communities. I always talked to people about the presentations. I enjoyed myself during the presentations, talking to my audience.

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* Observing American students life in school.

* It was a timely wonderful break from my school, job etc. I had fun- just imagine I was rewarded for having fun!

* Meeting new people and give them the basket from my culture. It is great to tell your experiences.

* To share my perspective with audience and they listen to me with nodding and smiling. Asking me a lot of questions.

* Getting to know many young students who got to know many cultures without any kind of stereotypes and prejudices.

* I strengthen my oratory skills and I got to learn about the American culture in many different and interesting ways by meeting friendly Americans of all ages and different socio-economic backgrounds.

* The participation of the students in my presentations. Interactive participation has provided the kids something to remember, which they reflect when we meet around the city of Eugene.

* What I enjoyed most is leaving a classroom and having the feeling that the students have learned something from me. It is not usually what I told them but how I interacted with them.

* The concentrated attention of my audiences.

* My interaction with people, what I have learned about people and myself, the true signs of appreciation from students and teachers. I lived it. Thank you so much. This has been a life experience for me.

* Doing presentations with elementary school kids. Having opportunity to see different people and places.

* Meeting and making friends with people from different parts of the world.

* Coming in close contact with people; and making friends through the program.

* Get to know Americans of different ages, background (education, class. . .). Know myself, my own stand and position better.

* Going out and talking to students.

* My time spent talking to Americans.

* Getting to know more about other people, other cultures and understand American people a little better.

* Going out to meet people in different groups and building good understanding about people and their lives in my culture.

* Meeting people-networking.

* The feeling that I am getting something across.

* That it has been a fun group of people to work with and it has increased my self-esteem considerably, speaking to other people. It used to make me very nervous.

* Answering my audiences question is my favorite part because most of them ask odd and interesting questions which I never get tired of answering again and again. For example, "Is it true that you live in trees?" or "Do wear clothes or you walk around naked?".

18. Other comments or suggestions:

* Very grateful for the opportunity to participate. Thank you.

* This program is very valuable for both American and International students.

* Try to have ICSP gatherings away from big exam times, stay on campus.

* May be there is a way of a personal evaluation with the school teachers besides getting them on paper.

* I feel we need to share our experiences and culture more amongst ourselves.

* Great job. ICSP is just cool.

* I hope this program is a true genuine program to make change happen. Thank you for making it happen.

* The appreciation of the UO ICSP model nationwide is simply a matter of time.

* When I received request to just come and dance for people, I always felt that I was not presenting my culture but entertaining people. I also thought it helps to keep certain types of stereotypes.

* The program is great .

* Thank you for your assistance throughout this year. Have a nice summer vocation everyone.

* I wish neither measure 5 nor IFC will affect this program in the future.

* ICSP has made me feel at home in America; in addition to the already existing wonderful atmosphere in the international office.

* The ICSP participants need more discipline. May be we can use reward-punishment to shape their behavior.

* ICSP office needs an answer machine perhaps.

* Eliminate or minimize activities which do not contribute to the goals of the program.

* I think this is an excellent program and I wish there could have been something similar when I was in school.

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WORKSHOP: "BUILDING A CROSS-CULTURAL COMMUNITY WITHIN THE INTERNATIONAL COLLEGE: ACADEMICALLY AND RESIDENTIALLY"
MAY 9, 1994

FACILITATORS JANET AND MILTON BENNETT

EVALUATION

	POOR 1	2	3	4	EXCELLENT 5	Mean
SPEAKERS				2	13	4.9
CONTENT				2	11	4.8
VIDEOTAPE				1	14	4.6
INTERACTIVE EXERCISE AND DISCUSSION			2	7	6	4.3
DINNER AND REFRESHMENTS			2	6	7	4.3
MEETING ROOMS			2	9	4	4.1
OVERALL WORKSHOP				3	11	4.8

What part of the workshop was most useful to you?

Understanding the different types of communication styles.

Video and discussion.

Appreciated the handout. It was also really nice to have the exchange between Milton and Janet. I was able to keep the points more distinct by the way they took turns.

The tape was super, what a great discussion starter.

Discussing classroom behavior of professors.

The introductory lecture and video and post-video discussion were all extremely useful.

The video was very good!

Advice in classroom activities.

The videotape, discussion of styles, Milton's introduction, Janet and Milton's modeling different styles.

The video and overall content. I feel that the ICOL faculty truly need to examine their own agendas, as to course design and objectives of the program.

Good introduction, discussion, great video.

Lecture. Video and subsequent discussion.

Structuring the ideas which were just covered in my mind set.

Videotapes as a spur and common departure point for discussion.

What suggestions would you make for future workshops/forums related to the International College and other UO international programs?

Learn more hands on cross-cultural activities, group games, activities that would enhance cross-cultural understanding.

All the suggestions talked about in the workshop.

Keep this kind of development and training going. Perhaps this same group should meet again mid-fall term to discuss whether issues brought up today have become realities. How are we handling it?

It would be good to hit a bit more on different learning styles for those of us who have not encountered this before. It's central to these discussions.

Much more of the same.

The reading list bibliography and filmography.

Continuation of this program. Time was too short.

Programs involving feedback from international students would be useful.

Get these folks back.

Plan follow-up sessions, using outside facilities if possible.

In the fall a course for all students and faculty, for an entire day, would be very appropriate.

Need about one hour more. I felt a lot more to say.

Videos and stories are good for driving a point home.

Student staff and faculty participating together was very good.

Other comments?

Would have liked to discuss the questions more. Perhaps, next time the people who needed to leave could leave when they need to.

Thank you for coming! Excellent job!

Outstanding.

Milton interrupts Janet which is so American Male. Janet has a great deal of insight to share and I wanted to hear it all. I felt angry that she was interrupted and cut off so many times.

This was a fantastic workshop. Really well done, thought provoking and helpful. Similar cross-cultural themes should be incorporated into TEP (Teaching Effectiveness Program) presentations.

Excellent program.

Nice interaction within the group. Good participation. Glad ICOL leadership was receptive to the session being planned. Thanks, Janet and Milton, great work!

Thank you! My masters thesis is an evaluation of the ICOL program.

Thank you guys for coming.

APPENDIX J: GEP Continuation Questionnaire Results

GLOBAL EDUCATION PROJECT CONTINUATION QUESTIONNAIRE RESULTS

Rating (circle one)

1= low priority, 5= high priority,
U= unfamiliar with component

GOAL I -- To initiate a program to make use of Americans returning from study abroad as an educational resource on and off campus.

	1	2	3	4	5	U	Mean	Mode
A. Returnees' service to K-12 schools (e.g., classroom presentations, language tutoring)		2		2	6	9	4.3	5
B. Returnees' service to UO campus								
1. Assistance with overseas study promotion and orientation	1	2		1	4	4		5
2. Preparing printed materials on overseas study programs		6	5	5	5		3.9	3
3. Tutoring (AEI, HEP, foreign language)	1	4	3	5	5		3.9	4
C. Returnees' service to the community (e.g., speaking to service clubs, translating documents)	1	5	5	7	5		3.5	5

Comments:

Some community placements are very valuable for students if directly related to the language they are studying. Students have benefitted greatly from working closely with OIEE professional staff and international students.

Am really impressed with students' work and effort. Needs more integration with on-going OIEE activities.

GEP must be very service oriented to gain money and to follow what I see as its sharing/educating mission.

Not mentioned was returnee service to OIEE - Laura was terrific with Resource Guide, as was the male student. So far Allison is doing a nice job helping out with sponsored and exchange assistance.

It's not that these are low priorities as much as I assess these areas lower in the context of what to keep of GEP.

Student projects and involvement provide a great benefit to OIEE, particularly in overseas study.

Need to find a different approach to K-12 school. Simple class presentation does not work for returnees.

Because the students service a large population, I would imagine that promoting the services would be a crucial component for its success. How does one make this attractive to a general audience without compromising its very specific niche of services?

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GOAL II -- To initiate the systematic use of foreign students and American returnees as an educational resource in UO academic programs.

	1	2	3	4	5	U	Mean	Mode
A. Promote international student presentations in UO classrooms	3	3	6	7	2		3.0	5
B. Sponsor and organize international activities on campus (e.g., forums, speakers, international nights)	4	1	7	8	1		3.0	5

Comments:

Global Friends, International week activities planned by returnees, international Women's Day, and French-German Forum all have been very beneficial for student skill-building and leadership.

GEP students have been a significant component of my workshops for International students. In particular, U.S. GEP students have been involved in ISO and are in fact the only U.S. students who assist us during our orientation to welcome non-U.S. students to our campus. I have also worked with them to develop publications and newsletters.

Student involvement in international activities on campus, but outside the classroom, seems to have been much more effective than in-class activities/presentations. I think our energies, and the students, would be better focused outside the classroom at the UO.

Other organizations on campus do B.

I doubt the commitment of returnees to carry through on such activities.

Classroom participation is crucial, but I've noticed professors can get a "sample" of a student's work or project that would help legitimize his/her expertise. On the other hand, students can consider their projects as resume attachments to help them find future opportunities.

GOAL III -- To develop new courses and additional training/preparation for ICSP/GEP participants and OIEE staff.

	1	2	3	4	5	U	Mean	Mode
A. Course offerings								
1. Pre-departure for Overseas Study class				3	15	3	4.8	5
2. Re-entry from Overseas Study class		1		2	16	3	4.7	5
3. Cross-Cultural Issues class			3	2	12	4	4.5	5
4. Global Education, International Issues classes (for teachers)	1	2	1	6	5	6	3.8	4
B. Training for students, faculty, and staff								
1. Training and materials for ICSP/GEP presentations	1		2	8	6	4	4.0	4
2. Professional skill-building for returnees (e.g., computer)	1	1	5	6	4	4	3.6	4
3. Consultant-lead seminars/retreats for OIEE staff	2	1	5	7	4	2	3.5	4
4. OIEE staff attendance at the Summer Institute for Intercultural Communication	2		2	9	6	2	3.8	4

Comments:

I'm hardly unbiased, but it is a great program that provides a unique service to the campus and community.

A4 - Classes for teachers are valuable but not top priority. B3&4 - important professional growth activities but should not be priorities over direct project activities for students.

Classes lend academic credibility. The focus should be on students, thus my rating of 4 on items that are valuable, but not mandatory in my judgment.

Course offerings are a key component in continuing the overseas learning experience.

I really like our new peer assistance program. It would be nice to keep your intern program and get it into our peer assistance program. Also, I hope we can keep the re-entry class.

I think it is critical that these courses be "institutionalized" that is, for them to be continued, there should be a commitment from the university to fund their continuation. International studies is the logical place. If OIEE staff continue involvement in teaching the courses there should b e real release time from program administration to teach. I feel it is important to continue these, but without additional funds, it would have to be on a much smaller scale. Realistically , some professional training could be provided to students by existing staff, but only a small number of students could be accommodated.

III B is important, but not near as important as the other components of the project.

I think (4) is important but maybe there are resources other than the SIIC that could be used.

The students who have worked with me on special projects have been very good and committed to what they did. Since so many questions pertain to study abroad areas, I'm leaving them blank.

These things are only possible with a small core of mature and committed returnees, otherwise, I doubt its success!

My attendance in the SIIC workshop was personally and professionally fulfilling. I would have wanted to share my learning experience with others, especially faculty and staff, but I do not know if the brown bag talk was enough.

I've noticed that faculty and staff are also in need of global education, and innovative programming is needed in that area, nice offices and departments seem to operate independently as opposed to interdependently.

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GLOBAL EDUCATION PROJECT EVALUATION

Prepared by Bonnie Todis, Ph.D.
Associate Professor
Teaching Research-Eugene

Evaluation Activities

Key personnel of the Global Education Project (GEP) were interviewed individually over a ten-day period. Individuals interviewed included:

Dr. Tom Mills, Project co-director and director of the Office of International Education and Exchange (OIEE)

Dr. Jean Campbell, Project co-director

John Mihelcich, GEP office Specialist

Melinda McClelland, Project GTF

Peter Briggs, Co-instructor of the Cross-Cultural Issues course, international student advisor and director of the International Cultural Service Program (ICSP).

Morompi Ole-Ronkei, ICSP GTF.

Jan Felsing, Co-instructor of the predeparture course, supervisor of students activities, associate director of OIEE.

Kathy Poole, Co-instructor of reentry course, supervisor of student activities, overseas study program coordinator.

Interviews were informal and open-ended, lasting from approximately 25 minutes to over an hour and averaging about 40 minutes. Interviewees were asked the following questions:

1. How have you been involved with the Global Education Project?

2. What do you consider the most successful parts of the project? Why?

3. What do you consider the least successful parts of the project? Why?

4. Goal 1 of the project was "to initiate a program to make use of Americans returning from study abroad as a resource for local schools and the community," primarily through integration with the International Cultural Service

Program. Was this accomplished? What factors contributed to its success or lack of success?

5. Goal 2 of the project was "to initiate the systematic use of American and international students as an educational resource in UO academic departments and with in-service teacher training." Was this accomplished? What factors contributed to its success or lack of success?

6. Goal 3 of the project was "to develop new courses and additional training that would increase the benefits of overseas study for both American and international students, and improve the effectiveness of these students in their role as educational resources." Was this accomplished? What factors contributed to its success or lack of success?

7. What encouraged you to participate in the Global Education Project?

8. What factors limited your participation in the Global Education Project?

9. What have you learned about grant-funded projects or implementation of new activities in OIEE because of this project?

10. Other comments?

Responses to these questions are summarized in the next section.

Summary of Responses to Interview Questions

1. How have you been involved with the Global Education Project?

Respondents described how they became involved in the project and what their responsibilities were. The question served to orient the interviewer to the role of the interviewee in the project and to provide the interviewee with a logical starting point around which to frame his or her subsequent responses.

Responses regarding project roles are not summarized here since these are well known to all project personnel. However, a few responses to the question, "How did you become involved in the project?" relate to concerns expressed in later responses about the difficulty of integrating grant-funded projects with other responsibilities and about the need to get "buy-in" early on from all project staff. Jan and Kathy described the complete staff turnover of the Overseas Study Program that coincided with the start-up of GEP and commented on how difficult it had been to assume new roles both in OIEE and on GEP. Ole-Ronkei, who, as GTF for ICSP had responsibility for placing GEP students with ICSP students in the community education program, joked that he became involved in the project "by default." His comment may be clarified by other interviewees' acknowledgment that although Ole was written in to the grant proposal and received additional FTE to place American students, he may not have been aware until the project was funded that responsibilities were being added to his work

description. His facetious comment seems to indicate that he just happened to find himself in the role of placing American students because he was already placing international students in community classrooms.

In contrast, Melinda and John, who applied for their positions, speak of their initial and continued enthusiasm for the project. In addition, John and Melinda worked exclusively for GEP and their energies were not divided between GEP and other OIEE activities.

The variety of responses to the question, "How did you get involved in GEP?" by no means reflects variations in performance of project activities, but are interesting in context of some interviewees' comments regarding a sense of varying levels of commitment to the project and of the difficulty of integrating GEP activities into the rest of the workload.

2. What do you consider the most successful parts of the project? Why?

Four people identified positive experiences and opportunities provided to students as the most beneficial aspects of the project. Benefits to students were highly individual and included:

- integration of overseas experience into overall life experience.
- giving students permission and structure to enter into international activities.
- increased international perspective.
- opportunity to apply energy and experience in the community.
- acquiring skills in self-direction and public speaking.
- getting to know other overseas and international students and Jean.
- becoming aware that one's own overseas experience was not unique and one's own painful reentry process was a normal transition.

Respondents based their evaluation of the importance of this aspect of the project on their interactions with students participating in GEP and on student evaluations of the program. One interviewee remarked that students descriptions of their involvement in GEP ranged from "life-saving" to "enjoyable."

Three interviewees indicated that the predeparture and reentry courses were the most successful outcomes of the project, based on student evaluation and on the enthusiastic responses of the instructors.

Student products, staff development and training, and the cross-cultural course were also mentioned as highly successful aspects of the project.

One interviewee did not respond to this question or the next, as he felt his knowledge was limited to his own responsibilities in the project and was not able to comment on how successful the other activities in the project were.

3. What do you consider the least successful parts of the project? Why?

There was more variation in the responses to this question. Jean, Peter, Kathy and Melinda identified integration on various levels as the least successful aspect of the program. Problems with integration were perceived between GEP and ICSP, between GEP and OIEE, and between Americans returning from overseas and international students. Reasons cited for the difficulty in integrating the two programs and their participants included:

- difficulty in or resistance to changing well-established procedures.
- lack of recognition of the contributions the Americans could make to the International Cultural Service program.
- lack of effective efforts to introduce Americans to international students.
- a sense that the American students were being forced or imposed on the ICSP process.
- concern about whether American students would have a negative impact on the reputation of the ICSP program.
- a lack of leadership on the part of GEP staff.
- general resistance to the new project.
- inadequate staff orientation early in the project.
- physical separation of GEP from OIEE.

Two other respondents identified placement of students in campus classrooms as the least successful activity of the project. Both respondents qualified their answers by saying there were some placements but not the number that had been anticipated, and that other methods had been found to use Americans returning from overseas as resources on campus (See Question 5). Reasons listed for the lack of success in this area included:

- tight course schedules.
- lack of awareness on the part of instructors of the contributions students could make.
- difficultly in getting the word out across campus of the availability and value of the American returnees as presenters.

Other goals listed as difficult to accomplish were development of the teacher courses, due to the closure of the teacher education program in the College of Education, and placement of American students in community schools, particularly during Year 1. One respondent felt that the project needed to provide more structure for American students. What was interpreted by many as a lack of accountability or motivation on the part of students could have been addressed, he believed, by a greater effort on the part of the project to provide the structure students needed to figure out what to do and when and how to do it.

4. Goal 1 of the project was "to initiate a program to make use of Americans returning from study abroad as a resource for local schools and the community," primarily through integration with the International Cultural Service Program. Was this accomplished? What factors contributed to its success or lack of success?

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There is consensus that, at least by Year 3, this goal was being met. There were 107 community presentations by American returnees during Year 3. Yet all respondents stopped short of saying that this goal was accomplished, and several stated or suggested that success in this area was not a great as had been hoped for.

Some of the perceived lack of success seems to be due to the comparison of GEP students with ICSP students. ICSP students, who are required to make presentations to schools as part of their scholarship agreement, display a high level of accountability and involvement in the International Cultural Service program. It was noted that although many American students express interest in this program at the beginning of the year, few stay involved and that much more prompting is required to get American students to check folders for requests from teachers and respond to them. ICSP staff feel that what they describe as the lack of accountability by American students may reflect poorly on the ICSP program and requires a lot of staff effort for a small return.

However, while admitting that participation of Americans did not meet the level of expectations the which ICSP staff had become accustomed, several project staff, including those who work with ICSP students, feel that the constant comparison of American and International students in the community education project was unfair. They point out several reasons for the different levels of commitment between Americans and International Students.

- Clearly the ICSP students are motivated by the desire to keep their scholarships to comply with the requirements of the program to check their requests files and to follow through on teacher requests. Americans are motivated largely by their own desire to share their experiences. Few participating students qualify for the work/study option and few need the credits that are offered.

- ICSP students are generally on campus for a number of years and staff has time to socialize them to the expectations of the project. American returnees are usually back on campus for a year or less after their overseas experience. There is no opportunity to build a tradition of Americans returning from overseas who provide service and education in the community.

- ICSP students are carefully screened and selected. GEP has no selection process and welcomes all interested returning students.

- Americans are less requested than international students by public school teachers.

- Pairing of American and international students for presentations has been of limited success because, while most American returnees have been to Europe, Mexico, or Japan, most international students are from developing countries. Therefore, few teams are formed.

Two off-hand remarks illustrate how conflicting views of how this goal was to be accomplished persisted throughout the project. Ole commented, referring to American

students, "We got them to do it [make presentations in the schools], and emphasized the effort that was required by staff. Jean said, "We can't nag them" and emphasized that the role of the project was to offer opportunities to returning students to share their experiences, and that making student contact with or participation in GEP activities in any way aversive was counter to the mission of the project. The basic difference in philosophy between the two programs and different views of project staff roles in relation to students may have contributed to a lack of satisfaction with outcomes related to this goal.

On the positive side, a few teachers who had invited American students to their classrooms became promoters among other educators. Some language programs used American returnees on a regular basis as tutors. Having a predictable schedule of commitments seemed more "do-able" for many American students than a one-time presentation.

5. Goal 2 of the project was "to initiate the systematic use of American and international students as an educational resource in UO academic departments and with in-service teacher training." Was this accomplished? What factors contributed to its success or lack of success?

As noted above, Goal 2 was identified by some respondents as the least successful aspect of the project and several factors that were barriers to use of student presenters in campus classroom were noted (see page 4). However, in answering this question most respondents considered the goal more broadly and listed a number of ways students had made contributions on campus. These included:

- participation in international events such as International Women's Day and International Day.
- panel discussions on current areas of interest.
- providing assistance in the Study Abroad office.
- organizing and participating in study abroad fairs.
- presentations and tutoring in language departments.
- projects such as a guide to French slang that is used in the French predeparture class.

Jan suggested that a more personal approach was needed to "get the word out" to professors about the availability of students and contributions they could make. Jean, too, felt that individual introductions of students to professors by OIEE staff and other word-of-mouth promotional efforts would have resulted in more invitations from professors.

Jan commented that the fact that the reentry class was offered only fall term made it difficult for students returning at other times to be informed of opportunities to participate in international activities on campus. She suggested that students could be targeted by discipline, through their departments, rather than be geographic area they had visited. Jan and John both noted that providing structure, rather than simply asking students what they would like to do as an activity promoting internationalism on

campus, is helpful for many students. Structure can be provided in the form of list of projects for which there is a need or opportunities to work on a regular, predictable basis.

Several respondents noted with regret that the teacher training course was included in this goal was eliminated because of the closing of the teacher training program in the College of Education.

6. Goal 3 of the project was "to develop new courses and additional training that would increase the benefits of overseas study for both American and international students and improve the effectiveness of these students in their role as educational resource." Was this accomplished? What factors contributed to its success or lack of success?

The courses developed as part of the project, especially the reentry and the predeparture courses, were very highly rated by interviewees. Respondents' assessments were based on student evaluations, discussions with students, and respondents' own
experiences in teaching the courses or visiting the classrooms.

Factors identified as contributing to the success of the courses included:

- Jean's and other instructors' personal styles, enthusiasm, and ability to relate to the students.
- structure and clear expectations for student performance.

The cross-cultural course was seen as less successful, and the drop in enrollment during Year 3, especially among international students, was noted by several interviewees. One explanation for the enrollment decline might be that many of the pool of international students, who typically stay on campus for a number of years, had already taken the class. A few respondents said that they had heard that some international students found it difficult to open up and talk in the course, both because of culture-based reticence, in some cases, and because the classroom environment did not feel like a safe place to reveal the difficulties they might be having in adjusting to life in the United States.

Staff development in the form of seminars, workshops, retreats and conferences was also included in this goal. These activities were seen as highly successful and beneficial to the staff, providing on-going benefits in the form of improved services to students and more effective programs. Most these training opportunities would not have been available without project funds.

Jean also noted that the library of books, slides, transparencies, maps and other presentation materials that was developed for student presentations in the community will remain available to OIEE.

7. What encouraged you to participate in the Global Education Project?

"Key people" were cited as the factor most responsible for success of the project. In particular, Jean's skills, experience, devotion to and enthusiasm for the project were noted. In addition, several interviewees remarked that they enjoyed working with Jean on a personal level and that this, combined with interactions with students, promoted their on-going participation in the project. Tom's leadership, Melinda's outreach efforts, Kathy's contributions as instructor and peer assistant supervisor, and Tina's availability to help with accounting were also identified factors that contributed to the success.

Three respondents said that the GEP "space" had a positive impact on the project. The trailer provided a comfortable space where students could get to know each other and project staff.

One interviewee felt that the Advisory Board meetings helped spread the word about the project, and one mentioned staff training opportunities, especially the summer institute, as a factor that enhanced his participation in GEP.

8. What factors limited your participation in the Global Education Project?

Six respondents noted the difficulty of scheduling GEP activities into their already full workload as a limitation of their participation in the project. Ole said that his low FTE on the project resulted in his taking part in only part of the process of placing students in schools, making communication with those handling the other parts of the process critical. But since he did not work the same hours as other staff, this communication was difficult to maintain. Other respondents talked about the difficulty of splitting their time between GEP and other responsibilities. In looking for ways to relieve the pressure on staff, FTE was added for GTF's, and Kathy assumed most of the FTE for the Overseas Study team. However, the consensus remains that the project would have been more successful if key personnel had felt that they had adequate time to devote to it.

While recognizing the benefits afforded by the housing of GEP staff in the trailer a few blocks from the OIEE office in Oregon Hall, several interviewees felt that the separation also had negative effects on the project. The separation created an "out of sight, out of mind" situation for personnel housed at Oregon Hall and created communication problems that were described by GEP staff as both annoying and inefficient. Combined with the staff turnover in the Overseas Study program in year one, the space situation contributed to difficulty of some staff figuring out how to work their GEP roles into their other job responsibilities and to GEP staff feeling peripheral and temporary.

Varying levels of commitment to the project has already been mentioned in relation to how individuals became involved with the project (see p. 3). In response to this question, some interviewees elaborated on their feeling that some staff had never really "bought in" to the idea that GEP would be fully integrated with ICSP, that they never had a sense of ownership of the project. The physical separation of the project

and the failure to adequately orient all staff members to the goals and expectations of the project were cited as contributing to lack of "buy in."

Problems relating to leadership were also noted. Because GEP was viewed as "Jean's baby," others deferred to her and waited to be told what they needed to do. Because she was not always on campus, and in a separate location when she was, Jean's presence was not available to prompt other staff members to perform their GEP roles. Feeling it was at least as inappropriate to nag her coworkers as to nag students, Jean maintained a low-key, friendly approach, which, she feels made it harder to keep people on track but was the right approach to take. In retrospect, some staff members feel that it would have beneficial for them to assume more leadership in the project, if they had not been "at the saturation point" in other responsibilities.

A number of personnel transitions occurred in GTF positions, which some respondents felt had a cumulative negative effect on some project activities. One transition involved the non-renewal of a GTF's contract and grievance procedures. Settling of these issues consumed time and created stress.

Peter and Ole viewed the casual attitude of American students toward their commitment to the project as a barrier to the project's success, since more effort was required to involve them the classroom visitations than was needed for international students, and lack of follow-through with teachers may have reflected badly both on GEP and ICSP. However, the attitudes and behavior of the American students seem to be consistent with the expectations of Jean and other staff members. This basic difference of opinion concerning the desirability of integrating American students in existing OIEE programs may have contributed to other factors that were identified as barriers to project success: lack of buy in and failure to share leadership in particular.

9. What have you learned about grant-funded projects or implementation of new activities in OIEE because of this project?

Most of the responses to this question focused on how "buy in" could have been better accomplished. "Even more" preparation of staff prior to start up was recommended, but respondents recognized that even with a high level of commitment from staff, it is difficult to fit new responsibilities into a full-time job. Hiring new staff who have time and enthusiasm is only a partial solution, since the project then loses the continuity of on-going staff and the grant funded project is at even greater risk of being viewed as temporary and peripheral.

Other responses to this question reflected the degree to which the project will be missed. Three respondents talked about the need to consider from the beginning how grant activities can be continued after funding ends. They regretted that staff had not been more pro-active in pursuing additional funding, but cited lack of time. A special projects coordinator position was suggested to follow up on funding opportunities and find ways to continue successful activities beyond the grant period.

Jan in particular made several thoughtful comments about the need to be committed to the value of grant-funded activities from the beginning, saying, "We can't be doing the activity just because the money is available." She feels that those who sign on to do grant-related activities have a responsibility to address the issue of how activities will be continued at the end of the project period.

10. Other comments?

A few respondents used this opportunity to reinforce points they had already made. Those comments are integrated with the responses above.

Summary

As an outside observer, I am left, after conducting these interviews, with a sense that GEP has been a highly successful project. It developed courses and products, provided training to staff and students, and had a positive impact on a number of individuals on campus and in the community.

It is puzzling, therefore, to sense also that the project is ending on a note of regret rather than of triumph. Regret is to be expected whenever something ends, but in this case there is also a feeling that the project fell short of a central expectation: that, after three years of GEP operation, American students returning from abroad would be fully integrated into existing ICSP activities and procedures.

Lack of integration between American and international students mirrors situations on other campus, and this evaluation discusses a number of factors that made integration difficult. However, behind all the factors seem to be two views: the ICSP view that the American student contribution to the project was not worth the effort it took to organize and the GEP view that full integration did not come about largely because ICSP staff were not fully committed to that goal.

These views are not contradictory, and those who hold them to some degree acknowledge the legitimacy of the others' perspective. Perhaps through discussion staff can come to a resolution that ends the project on a positive note.

There is much to be positive about. Some of the activities and courses begun by GEP will continue, and the projects and experiences of participating students, and staff members, will be of benefit into the future.

In addition, with the knowledge gained through this project, staff may want to consider writing a new proposal for a project that offers opportunities for American students returning from abroad through a program that is parallel to, rather than integrated with, ICSP.

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Global Education Project

APPENDIX L: GEP Brochure

Sponsored by:

Office of International Education and Exchange, University of Oregon

Fund for the Improvement of Postsecondary Education, U.S. Department of Education

GEP *EDUCATIONAL USE OF INTERNATIONAL STUDENTS AND AMERICANS RETURNED FROM STUDY ABROAD: A PROJECT TO IMPROVE GLOBAL EDUCATION*

The Global Education Project (GEP) is designed to make better use of Americans returned from study abroad and international students as educational resources to improve global education among Americans. It draws on the University of Oregon's existing International Cultural Service Program which makes use of international students as a resource to enhance global awareness in local schools and the community.

Project Goals:

1) To initiate a program to make use of Americans returning from study abroad as a resource for local schools and the community;

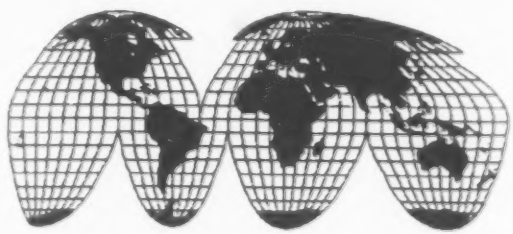
2) To initiate the systematic use of American and international students as an educational resource in UO academic departments and with in-service teacher training; and

3) To develop new courses and additional training that will increase the benefits of overseas study for both American and international students, and improve the effectiveness of these students in their role as educational resources.

UO overseas study returnees, especially those who have developed a proficiency in a foreign language, are encouraged to participate in the cultural service program. Participants receive financial aid or practicum credit.

The project works with faculty to increase involvement of internationally experienced students (American and foreign) who can serve as speakers, interviewees, panelists, or resources on research projects.

Student participants enroll in overseas study predeparture, re-entry adjustment, and cross-cultural issues seminars. The international and American students are brought together in these courses to enhance both their intercultural communication skills as well as the academic value of their international experiences.



Types and Examples of Service:

Service to Schools

Returnees visit classrooms to talk about current social issues and daily life in other countries. They tutor in foreign language classrooms and language immersion schools. They present lessons on their overseas experience in trips to rural schools. Returnees have compiled a resource library of materials for use in their presentations and for loan to teachers.

Service to University of Oregon Campus

Returnees help to promote overseas study by visiting UO classes. Some have revised or written new predeparture guides. Students have translated materials for university staff, participated in panel discussions, and assisted with International Week.

Service to the Community

Senior citizen centers and individuals in the community have provided opportunities for returned American students to make presentations about the countries where they have studied.

APPENDIX M: Comments to FIPSE

We wish to thank the Fund for the Improvement of Postsecondary Education for support of a project that we believe enhanced international education at the University of Oregon and made a difference in the lives of participating students. The project challenged us to "think big" and we learned a great deal in the process.

From the time of our initial inquiries about FIPSE grants through project implementation, FIPSE staff were extremely helpful and encouraging. Tom Carroll listened to our ideas, gave suggestions to strengthen and bring focus to our proposal, and answered numerous questions. When our first attempts were not successful, he and Sandra Newkirk provided useful feedback and urged us to try again. Eulalia Cobb was a wonderful program officer who seemed genuinely interested in our project and its goals. Whenever we had questions or problems, she responded immediately and worked with us to find solutions. Her enthusiasm, professionalism, and humor made phone conversations and her site visit both productive and enjoyable. At the directors' conferences, Dora Marcus provided excellent suggestions for program evaluation and was very patient in receiving this final report.

The tone set by FIPSE staff conveyed that they shared our desire for a successful project and emphasized the educational value of what was occurring through its grants. We also appreciated the flexibility that was shown when possible and extra assistance provided when we needed a supplemental award to meet expenses that were inadvertently omitted from our year one budget.

The FIPSE directors' conferences were highly useful, especially at the beginning of the project when we had so many concerns and the need to learn from others. The conferences were well-organized, interactive, stimulating, and combined both practical and theoretical aspects of trends in higher education. In our specific case, being connected with other project directors in the international area was invaluable. Because the projects most related to ours were a year ahead of us in the FIPSE cycle, we benefited from lessons they had learned and could use some of their materials and reports as models. We are appreciative that FIPSE encouraged and facilitated a collaborative structure for this exchange of ideas and assistance. We tried to help others who approached us after we had gained some experience.

Our main area of concern in FIPSE/Department of Education grant procedures was the late timing of award announcements. In the initial award, we were notified only weeks before we were to begin the project. We were discouraged from delaying the start by a month which would have allowed a more productive beginning. In both years of the continuation awards, we had to call upon FIPSE staff to assist in our being sent official notification of the award from your budget office so we would receive it by the upcoming

year's start date. Our university would not allow us to set up the next year's account until it was received. This was stressful for continuing staff for whom an interruption in employment would have been costly.

Another area of concern that is not really specific to FIPSE is that most funding agencies strongly prefer to direct grants toward *innovative* projects. It is very difficult to find support for ongoing successful efforts that may be beyond the ability of the host institution to continue fully. Philosophically, the expectation of institutionalization is appropriate and sound, after a period of external funding. In these times of major cutbacks at most higher education institutions, however, the process seems wasteful in terms of overall improvement of higher education in the U.S. Ideally, the most successful components of a small number of innovative projects might be supported for continuation through one more grant cycle. This would make long-term continuation more likely.

We were pleased with FIPSE's encouragement of proposals related to international education and hope this area will remain a vital interest. Many higher education institutions now have goals related to success of their international students and more programs in foreign language and multicultural studies. The real test for campuses is operationalizing these objectives. Areas of continuing need in international education are: (1) to broaden the cultural and socioeconomic diversity of students who study overseas; (2) to develop programs that encourage earlier and more intensive study of foreign languages so more Americans reach fluency in other languages; (3) to develop programs that link international and multicultural studies; and (4) to increase opportunities for American students to have educational experiences (e.g., courses, overseas study, internships) in lesser developed nations of Africa, the Middle East, and Asia.

In conclusion, we thank you and hope the great efforts and impact of FIPSE will continue for years to come.